

# high note

**Boost your students' confidence in English and beyond!**



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# high note

**Boost your students' confidence in English and beyond!**



# Agenda

- What is High Note?
- Key goals
- What is great in High Note?
- Lesson plan & unit structure
- Components



# What is High Note?

- an intensive upper-secondary course
- 5 levels
- 3-7 hours per week (100-168+ hours)
- language, life and career skills
- exam practice



**CEFR: A2/A2+  
GSE: 30-40**

**CEFR: A2+/B1  
GSE: 37-52**

**CEFR: B1+-B2  
GSE: 50-62**

**CEFR: B2-B2+  
GSE: 61-75**

**CEFR: B2+-C1  
GSE: 73-85**



# Key goals

## **Exploiting full linguistic and cognitive potential**

- in-depth language development
- inspiring, thought-provoking texts
- lots of authentic material

## **Securing academic and employability perspectives**

- Life Skills development programme
- 21st century skills and competencies

## **Boosting confidence in English and beyond**

- above-average communication skills  
(fluency, accuracy, efficiency)
- learning independence

## **Securing exam success**

- extensive exam practice
- task-based exam strategies

# What is great?



# Life Skills Development Programme

- practical, everyday life skills useful for both now and the future

## PERSONAL DEVELOPMENT SKILLS

- time management
- improving memory
- handling stress in exams
- improving creativity

## SOCIAL SKILLS

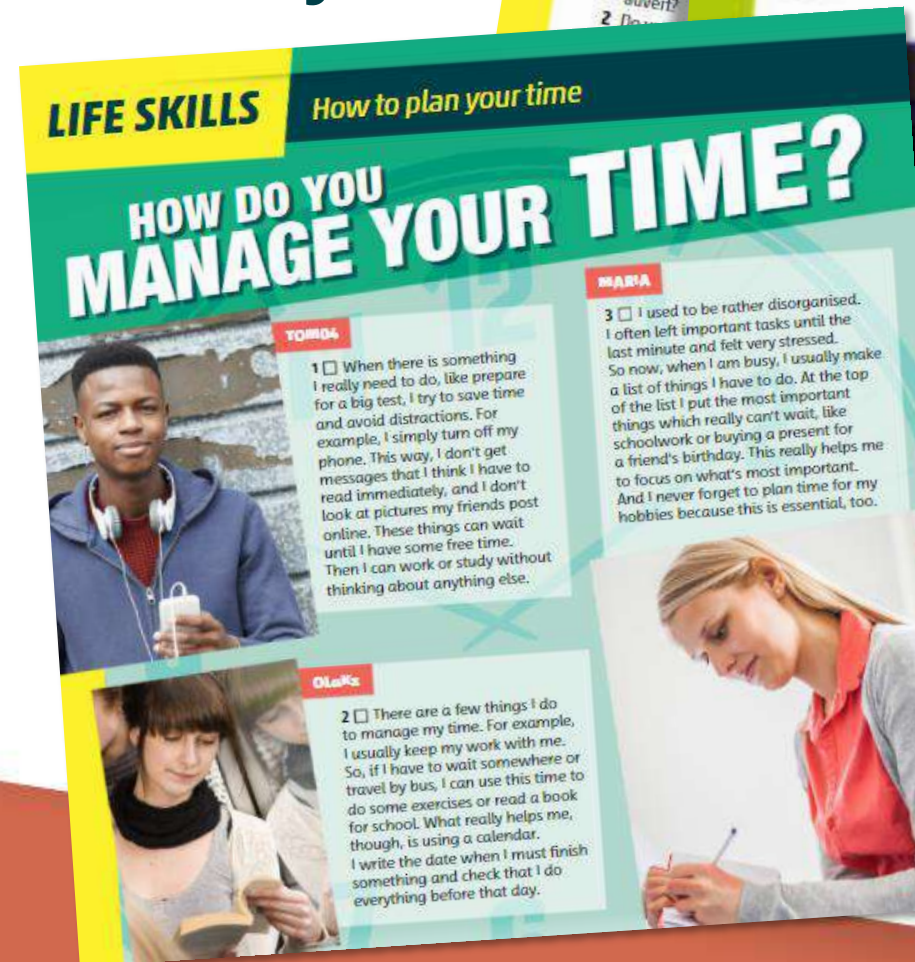
- working in a team
- understanding how advertising works
- identifying fake news

## ACADEMIC AND CAREER-RELATED SKILLS

- giving successful presentations
- debating
- planning a future career
- using online resources (copyrights)
- developing research skills

# Life Skills Development Programme

- life skills lesson at the end of every second unit
- helps to practice new competencies in an active way
- life skills projects



**LIFE SKILLS | Using body language in presentations**

- **Posture**  
Stand facing the audience.  
Stand in the <sup>1</sup> centre of the room.
- **Gestures**  
Use small open gestures to involve your audience.  
Don't <sup>2</sup> \_\_\_\_\_ your finger directly at the audience.
- **Movement**  
Move from \_\_\_\_\_  
Move <sup>3</sup> \_\_\_\_\_  
Move <sup>4</sup> \_\_\_\_\_ example.
- **Facial expressions**  
Make eye contact with one person

**LIFE TASK | Project**

- Work in small groups. Write a fake news story and find a real news story online.
- Present both stories to the class.
- Ask students to decide which story is real and which is fake.
- Use the tips from the lesson to help you.

# Unique video package

## Grammar videos

- 10 videos per level
- first grammar lesson in each unit

## Documentary videos

- 10 videos per level
- reading lessons but also flipped classroom scenario
- *Watch and Reflect* video worksheets in SB

## Communication videos

- 10 videos in levels 1-3
- integrated into speaking lessons
- snappy, humorous situations presenting functional language

## Life skills videos

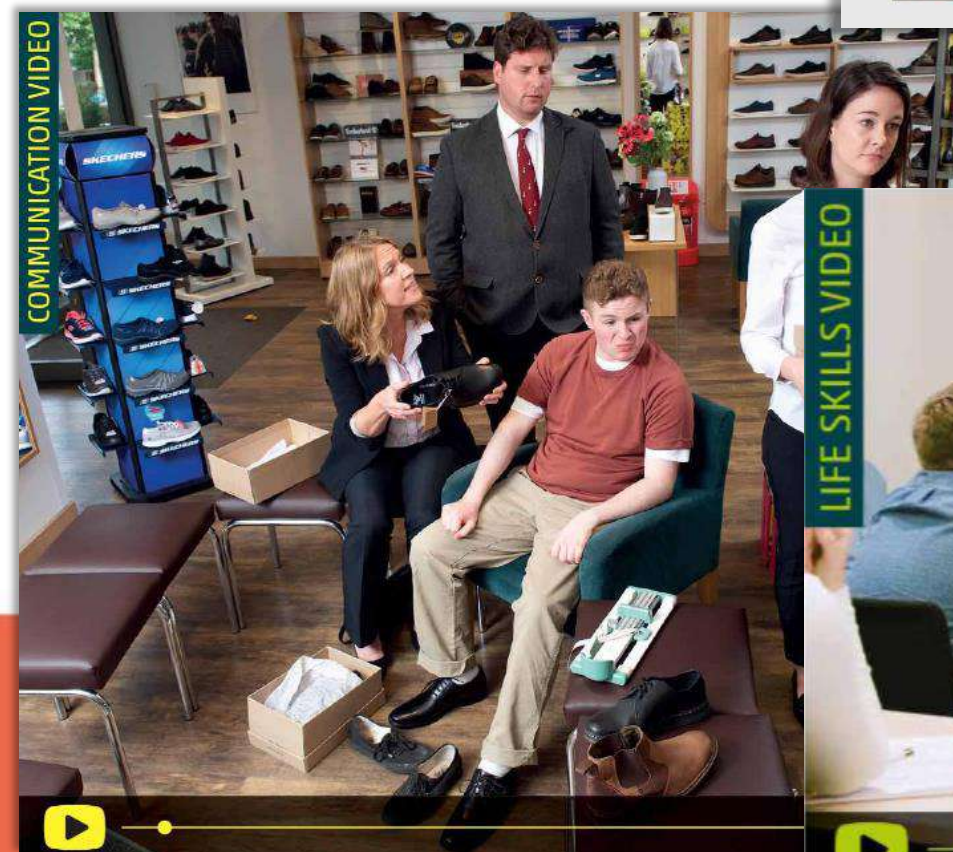
- one video in levels 2-4

▶ 4 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What have scientists been working on recently?



▶ 30 WATCH AND REFLECT Go to page 159. Watch the documentary *Helping hands* and do the exercises.



# Authentic content

- inspiring, thought-provoking texts from authentic sources



**07**

**TODAY IS INTERNATIONAL VOLUNTEER DAY,**  
SO WE'RE ASKING THE QUESTION ...  
HAVE YOU EVER WORKED FOR FREE?

**3.10**

"The best way to find yourself is to lose yourself in the service of others."  
Mahatma Gandhi (Indian activist)



**SECRET PLAN TO MASSACRE 17,500 TREES REVEALED:**  
How locals fought to protect one of Europe's greenest cities



**GROW FOOD, EAT WELL, BE HEALTHY**

**1.35**

AFC's mission is 'to use food as a tool to build health, well-being and social change'.<sup>1</sup> They achieve this in three steps.

- Urban Agriculture.** AFC turns unused urban land into cooperative farms where kids and adults grow and pick produce.
- Good Food Policy.** The organisation argues in favour of healthy eating and persuades people to swap junk food for natural food full of vitamins and to eat meat with raw ingredients rather than processed foods.

**CONTRACTORS HALT SHEFFIELD ENVIRONMENTAL IMPROVEMENT SCHEME AFTER ALLEGATIONS OF INTIMIDATION AND ASSAULT**

A controversy over the scheme has erupted after claims that workers were 'POISONED' on the site. The three-week project was halted by residents who were severe enough to call the police. The police issued a 'What a joke' statement after several arrests for obstruction.

Perhaps the local council will work out a solution if the situation gets better.

**ED READING AND VOCABULARY**

**THE UPS AND DOWNS OF SOCIAL MEDIA**

Social networking websites have changed the way people communicate, but like most things in life they have their ups and their downs.

**GETTING WET FOR A GOOD CAUSE**

Would you like to make a splash for a good cause? ...

**FOMO - A MODERN ANXIETY**

People who have FOMO (fear of missing out) ...



**LIVING small**

**06**

How much living space do we really need?

**3.7**

**A** Could you live in a home that is only thirty-seven square metres in size? That is the size of a so-called 'tiny home', which has become a big craze in some parts of the world, giving rise to a new social trend: the 'tiny house movement'. These compact properties have become considerably more popular as people recognise the benefits of 'living small'. For some, it's the only way to afford a home, but for others it's a positive lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.

**B** Living small requires careful planning and creativity and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In densely populated cities like Tokyo, many people live in apartments smaller than ten square metres. They



# Authentic content

- inspiring, **thought-provoking texts** from authentic sources

## FACT BOX *Easdale island*

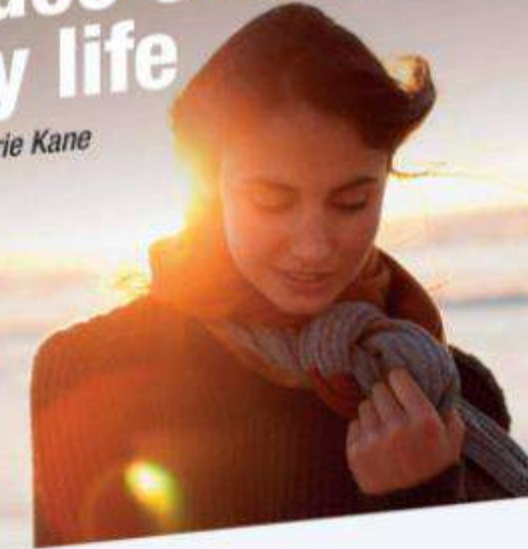
Easdale is the smallest inhabited island in the Inner Hebrides, off the west coast of Scotland. In the 19<sup>th</sup> century over 500 people worked in the island's slate\* quarries\*\*. However, in 1850 a great storm flooded most of the quarries. The slate industry began to die. By the 1960s, the population of the island had dropped to only four people. Since then, the island has come back to life. There are now over seventy inhabited houses.

\* a dark rock used to make roof tiles

\*\* a large hole in the ground where stone is extracted

## How a music video changed my life

by Carrie Kane



3.33

I'm a city girl, born and bred in London. I used to love the **hustle and bustle** of the big city, the **trendy boutiques** and the **vibrant nightlife**. I never thought I'd leave. But then two years ago, I left university and got a dead-end job. I lost touch with most of my friends and for the first time in my life, I began to feel unhappy. Then one day, I saw a music video for a song called *Queen of Peace* by Florence + the Machine. As soon as I'd watched it, I played it again. And again. It's a great song but the best thing about it was the place where it was filmed. It was magical and **remote** with wild seas and huge skies. That night I dreamt I was there, walking on a **winding path** overlooking the deep blue ocean. The next day, my **commute** to work was even more miserable than usual. The station was **crowded and noisy**. The passengers on the train were packed like sardines in a can. On the streets, the traffic noise seemed louder than ever before, the fumes seemed thicker and there were so many people rushing to work. But despite the crowds, I felt lonely. When I got back home, I watched the song again. I discovered it had been filmed on a Scottish island called Easdale. I searched online for photos and information. I came across another video called *Easdale, a Wild*

LIFE-CHANGING MOMENTS



only the size of thirty football pitches. The entire population could fit inside a London double-decker bus.

Over dinner in the pub I got chatting to some locals.

They told me that the next day was Atlantic Adventure Day, which takes place every August. It was fantastic. I went on a boat trip, swam with dolphins, ate wonderful food and I think I met everyone on the island. It was the perfect start to my holiday.

On my last day on Easdale, I walked up a hill along a winding path overlooking the deep blue ocean. I sat on a rock and watched the waves. It was lovely, peaceful. I thought about my life in London and made a decision. A month later I left London and moved to Easdale. I've been here ever since.

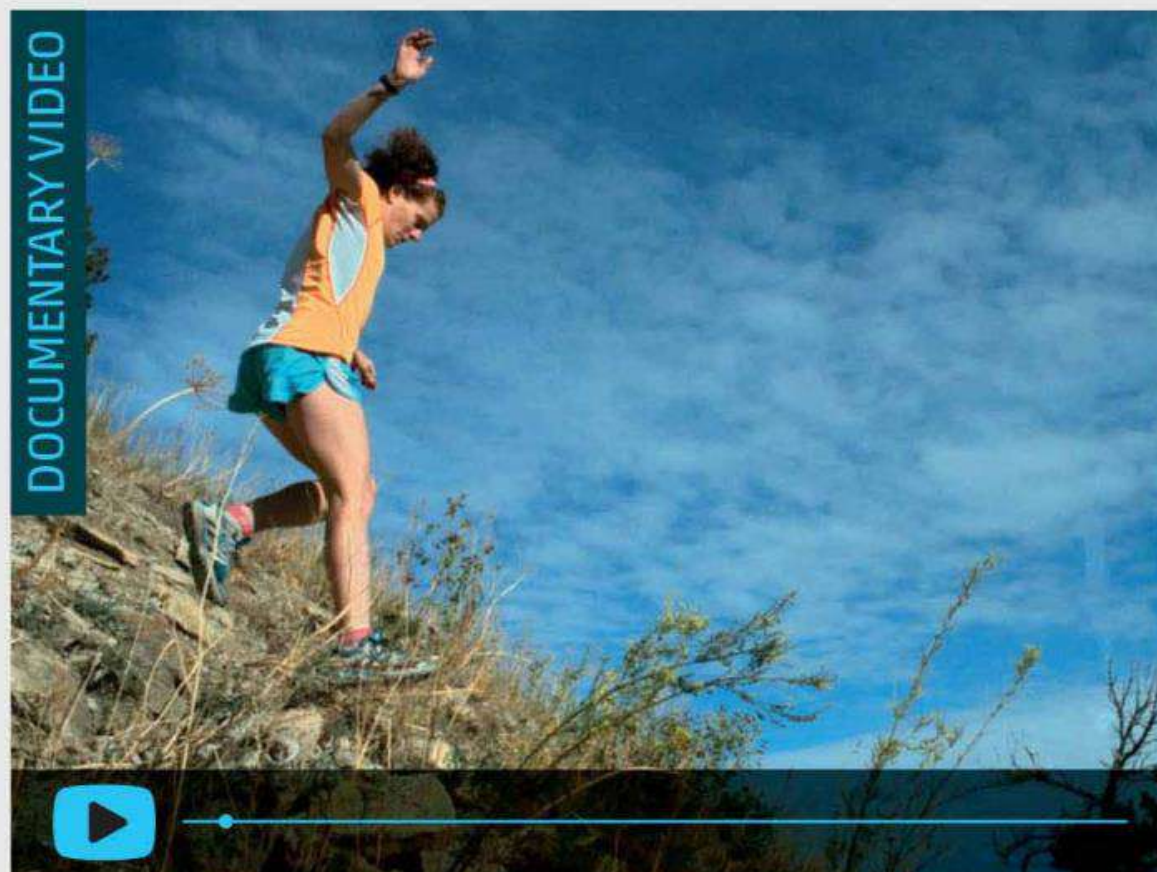
It hasn't always been easy. I'm an urban girl living in a rural world. I used to live on the top floor of a **tower block**. Now I live in a **picturesque cottage** on the shore of the North Atlantic. I sometimes dream of London.

**2** In pairs, look at the title of the text. How do you think a music video could change someone's life? Read the text to check your ideas.

# Authentic content

- authentic video footage

▶ **10 WATCH AND REFLECT** Go to page 164. Watch the documentary *Pushing yourself to the limit* and do the exercises.



## 04 DOCUMENTARY

### Making the news

4 News

GRAMMAR VIDEO

▶ **12** Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What were you supposed to do recently but didn't manage to?





# Documentary video

**07**

 **DOCUMENTARY**

**Love your job**

# Video worksheet

## 07 WATCH AND REFLECT

Love your job

1 **SPEAKING** In pairs, look at the photos and answer the questions.

- 1 Where do you think the man is in both photos?
- 2 What could be the man's job? Do you think he is enjoying it?

2 **28** Watch the video and complete the sentences.

- 1 How long has Adrian known that he wants to work with animals?  
Since he was a boy.
- 2 How long has he worked at London Zoo?  
For \_\_\_\_\_
- 3 What are his duties at the zoo?  
\_\_\_\_\_ and monitoring the penguins.
- 4 How long has he known some of the penguins?  
Since \_\_\_\_\_
- 5 Where does he go to see penguins in the wild?  
He goes to \_\_\_\_\_
- 6 How does he feel about his job?  
He feels \_\_\_\_\_

3 **What is your dream job? Why would you like to do it?**

4 **28** Complete the summary with the prepositions from the box. You can use some of the prepositions more than once. Then watch the video again and check.

in of out to up with

Adrian has always wanted to **work** <sup>1</sup> with animals and he never **gave** <sup>2</sup> up on his dream. He has worked at London Zoo since he finished school and **stuck** <sup>3</sup> to it. He is now **head** <sup>4</sup> of the bird section and **takes care** <sup>5</sup> of endangered Humboldt penguins. He loves his job and is very **committed** <sup>6</sup> to what he is doing. He even decided to travel to South America to see the birds first hand and to **find** <sup>7</sup> out what threatens them in the wild. He not only realised his dream but also continues to **grow** <sup>8</sup> up his profession.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

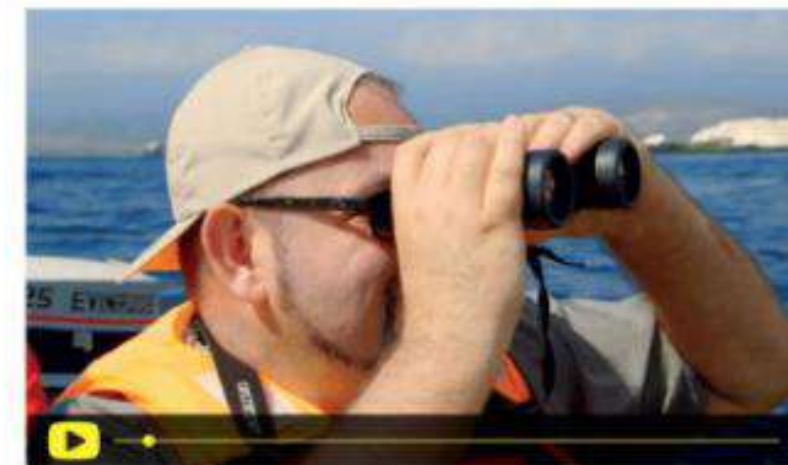
- 1 What are possible careers for people with these hobbies? Give reasons.

drawing ecology foreign languages  
photography shopping travelling writing

*drawing – graphic designer, illustrator, ...*

- 2 Do you think it is essential to have a job connected with your hobby or passion? Say why.
- 3 What are the advantages and disadvantages of ...
  - a having a job you love but a low income?
  - b earning a good income but not enjoying your work?

	Advantages	Disadvantages
a	<i>You are passionate about your job, ...</i>	
b	<i>You can afford your hobbies and passions outside work, ...</i>	



- 6 **WRITING TASK** Think of a job that you would like to have one day. Write a paragraph saying why you find it interesting and why it would be suitable for you.

### GLOSSARY

- be in charge of something** – to have control of and responsibility for something
- give up on something** – to stop hoping that something will change or happen
- go for** – to choose something
- see something first hand** – see something with your own eyes
- species** – a type of animal or plant
- threaten** – to be likely to cause harm or damage

# Culture and Literature Spots

- two culture and two literature spots at the end of every level

## CULTURE SPOT 1 Universities in Britain

**1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.

**2** Manchester University, a typical city university, is far from Manchester city centre.

**4.13** In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today, there are over 100 universities in Britain and more than 90 percent of young people have a better reputation for their universities than they had in 1960.

## LITERATURE SPOT 2 Dracula

**1** Do you know any books or films about vampires? Do you enjoy them? Say why.

**2** In pairs, ask and answer the questions about vampires. Then listen to a podcast and check your ideas.

**3** How can you identify a vampire?

**4** What animal forms can a vampire take?

**5** How can you protect against a vampire?

**6** Read the statements and decide if they are true or false. Then listen and check.

**7** Complete the sentences with the correct words highlighted in the text.

**8** In pairs, read these phrases in the extract and use the context to check their meaning. Explain them in simple English.

**9** Reflect in pairs or groups, discuss the questions.

**10** WRITING TASK Write the next diary entry for Jonathan.

**FROM PAGE TO LIFE**

**GLOSSARY**

**FACT BOX** Bram Stoker

## CULTURE SPOT 1 Tea drinking in the UK

**4.14** Tea drinking is a popular pastime in the UK. It is often served in a teahouse or cafe. The most popular drink in Britain is tea. It is usually served with a slice of lemon and a spoon of sugar. It is often served in a teapot. The most popular drink in Britain is tea. It is usually served with a slice of lemon and a spoon of sugar. It is often served in a teapot.

**1** Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every day. In fact, an amazing 165 million cups of tea are drunk daily – which adds up to an incredible 60.2 billion cups of tea each year.

**2** Traditional tea drinkers in Britain make tea from scones, with jam and cream, is known as a cream tea. You can also pay a lot of money in top hotels where tea might be served with cucumber sandwiches and delicate fancy cakes on the traditional three-tier stands.

**3** Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 94 percent of people in Britain use a tea bag.

## LITERATURE SPOT 2 The Picture of Dorian Gray

**1** Read the Fact Box about Oscar Wilde, a famous writer. Have you read any of his works or seen any of his plays?

**2** Listen to two students talking about *The Picture of Dorian Gray* by Wilde, and answer the questions.

**3** Why is the girl going to read *The Picture of Dorian Gray*?

**4** According to the boy, how is the novel both similar and different in nature to the plays by Oscar Wilde?

**5** Why is the girl concerned about reading the novel?

**6** What abstract themes in the novel are mentioned by the boy?

**7** In small groups, discuss the questions.

**8** REFLECT Culture in pairs, discuss the questions.

**9** WRITING TASK Write a description of how you imagine the portrait might look after twenty years if Dorian doesn't change his lifestyle.

**FROM PAGE TO LIFE**

**GLOSSARY**



# Culture and Literature Spots

- two culture and two literature spots at the end of every level

## CULTURE SPOT 1 Universities in Britain

**1** Oxford University is a historic world, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.

**2** Manchester University, a typical city university, is far from Manchester city.

**4.13** In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to universities. Today, there are over 100 universities in Britain and about 50 percent of young people have a better reputation for their universities than they do for their schools.

## CULTURE SPOT 1 Tea drinking in the UK

## The most popular drink in Britain

**4.16** Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every day. In fact, an amazing 165 million cups of tea are drunk daily – which adds up to an incredible 60.2 billion cups a year. The most popular way of drinking tea in Britain is to have a cup of tea with a slice of lemon and a spoonful of sugar. This is known as a lemon and sugar tea. Another popular way is to have a cup of tea with a slice of cucumber and a spoonful of cream. This is known as a cucumber and cream tea. The most popular way of drinking tea in the world is to have a cup of tea with a slice of lemon and a spoonful of sugar. This is known as a lemon and sugar tea.

**5** Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 94 percent of tea drinkers in Britain use a teabag. A teabag is a small bag of tea leaves that can be steeped in a cup of water. This is known as a teabag tea.

## LITERATURE SPOT 2 Dracula

**1** Do you know any books or films about vampires? Do you enjoy them? Say why.

**2** In pairs, ask and answer the questions about vampires. Then listen to a podcast and check your ideas.

**3** How can you identify a vampire?

**4** What animal forms can a vampire take?

**5** How can you protect against a vampire?

**6** Read the statements and decide if they are true or false. Then listen and check.

**7** Read the text and answer the questions.

**8** Listen again and complete the sentences with 1-5 words in each gap.

**9** Read the text and answer the questions.

**10** Write the text on page 141 and match one of the pictures A-C to the text.

**FROM PAGE TO LIFE**

Dracula had a major influence on popular culture. There have been more than two hundred films featuring Dracula. However, although many of the adaptations of the original book but original stories using the character. The first film adaptation was Dracula (1922) and the book has also been adapted for stage plays, and the character has inspired artists, songwriters and writers of comic books, sci-fi, horror, and fantasy. As an example, American and Japanese King have all used the character Dracula. The novel has continued to be popular for over a century. The novel has continued to be popular for over a century. The novel has continued to be popular for over a century.

# Dracula

Jonathan Harker, a solicitor, is staying at Count Dracula's castle to arrange the sale of a property on behalf of his employer. The Count is a strange man who forces Jonathan to have all their conversations at night and warns him not to move around the castle alone. Jonathan soon realises that he is a prisoner in the castle.

"He warned! Dracula continued. Should sleep now or over tomorrow, or be busy to, then hurry to your own chamber on to three rooms, for your rest will be safe. But if you are not careful in this respect, there is a risk of his speech, a guarantee was for be mangled with his hands as if he were washing them. I quite understood my only choice was as to whether my dream could be more terrible than the horrible act of darkness and mystery which seemed to be closing around me."

**LITERATURE SPOT 2 The Picture of Dorian Gray**

**1** Read the Fact Box about Oscar Wilde, a famous writer. Have you read any of his works or seen any of his plays?

**2** Listen to two students talking about *The Picture of Dorian Gray* by Wilde, and answer the questions.

**3** Why is the girl going to read *The Picture of Dorian Gray*?

**4** According to the boy, how is the novel both similar and different in nature to the plays by Oscar Wilde?

**5** Why is the girl concerned about reading the novel?

**6** What abstract themes in the novel are the boy and girl talking about?

**7** In small groups, discuss the questions.

**8** What evidence is there in the text that Dorian's nature may be changing?

**9** The author uses personification (attributing human qualities to something which is not human) in his descriptions. What effect does this have in the following phrases?

*'The light struggled through the blind...'*  
*'[The light] swept the fantastic shadows into dusty corners where they lay shuddering.'*  
*'the quivering sunlight'*

**10** REFLECT! Culture In pairs, discuss the questions.

**11** Can you understand Dorian's 'mad wish' (line 56)? Say why.

**12** Would you like to live forever? Say why.

**13** Do you think people are too concerned about beauty and appearance these days? Say why.

**14** WRITING TASK Write a description of how you imagine the portrait might look after twenty years if Dorian doesn't change his lifestyle.

**FROM PAGE TO LIFE**

*The Picture of Dorian Gray* caused a scandal when it appeared in 1890. Oscar Wilde identified himself with the characters from his book, *'Basil Hallward is what I think I am; Lord Henry what the world thinks me; Dorian what I would like to be – in other ages, perhaps.'* This is one of the reasons why the novel has inspired so many dramatisations. One of the most well-respected film versions was made in 1945, in black and white, and the most recent was in 2009 starring Ben Barnes and Colin Firth. The novel has also been adapted for stage and television. A film version of a 1976 theatrical production starring Sir John Gielgud and Peter Firth still remains very popular. There have also been many musicals written featuring the story, an opera in 1996, and in 2008, a ballet by Matthew Bourne was developed for the Edinburgh Festival.





# A great amount of vocabulary

- clearly **highlighted** and easy to find
- main lexical input in a **separate Vocabulary lesson**
- **additional vocabulary** input in:
  - the first Grammar lesson
  - Reading
  - Listening
  - some Speaking and Writing lessons

## 9B VOCABULARY | Creative jobs



**09**

### He broke a £1m violin

3.28

David Garrett began playing the violin when he was four. By the time he was seven, he was performing in concerts. He was a soloist in an orchestra at nine. And when he was eleven, he had already started recording for a record company: their youngest-ever artist.

For years he'd played a borrowed Stradivarius. He'd tried many violins but had never found one he really wanted to buy. However, after leaving college, he finally found the instrument he wanted. It was a beautiful violin made by Guadagnini in 1772.

The violin cost almost one million pounds. David had to borrow the money, and for years every penny he earned went to pay for the violin. When he made the last payment in December 2007, he felt he'd become a real musician. The Guadagnini was his. He loved it as if they were in a relationship. That's not surprising when you think that every day David spends more time rehearsing with his violin than he does sleeping.

Two weeks after buying the Guadagnini violin, he played a Mendelssohn concerto at the Barbican concert hall with the London Philharmonic. His fans were in the audience. They planned to have dinner together before flying to Germany for Christmas. When David had finished his performance, he lovingly placed the violin in its case. Then he put the case, like a backpack and ran out of the theatre.

It had been a rainy day. The ground was wet. He was in a hurry and he was still wearing his concert shoes. Suddenly, he slipped and fell all the way down the steps on his back.

He didn't get up in a hurry and asked if he was hurt. He didn't care if he was hurt. He'd landed on his back, which was light and he opened it, he knew the damage was worse than he thought. It was completely broken.

His sister was crying and he just stared. He was shocked. After a while, he asked him to come home. He said that David was all right.

**FACT BOX**

- David Garrett was born in Germany in 1980. He is one of the most famous and talented violinists in the world. He plays both classical and pop music, has performed with the world's best orchestras and has recorded more...

**3** Check you understand the highlighted words and phrases. In pairs, read the clues and identify the creative jobs they describe.

- 1 I need to remember my lines. I work on TV but I prefer doing plays in front of a real audience in the theatre. I'd love to play a good part in a film.  
*actor/actress*
- 2 I make most of my money from playing concerts, not selling CDs. I play an instrument in a rock band.
- 3 I usually work on a stage in a theatre. When I stand behind the curtain just before a live performance, I always feel nervous. I can do modern things but I prefer ballet.
- 4 I'm doing a remake of an old movie from 1950. It's based on a novel and it's set in California. Most of the action takes place in a motel. It's going well but some of the stars are hard to work with.
- 5 In my job light is very important. I work with a camera and a tripod. I take photos of people, sometimes fashion models. I prefer working in black and white.
- 6 I often work in the country. I've got a lot of brushes and paints. I prefer watercolours to oils and landscapes to portraits – I'm not very good at painting people.

**1** In pairs, describe the painting on the right using the adjectives from the box. What do you think it shows? Then ask and answer the questions below.

bright cheerful colourful depressing gloomy  
imaginative irritating original scary  
thought-provoking unsophisticated

- 1 When (and why) did you last go to an art gallery? What did you see? Did you enjoy it?
- 2 What do you think of modern art?

# A great amount of vocabulary

## More in the Workbook

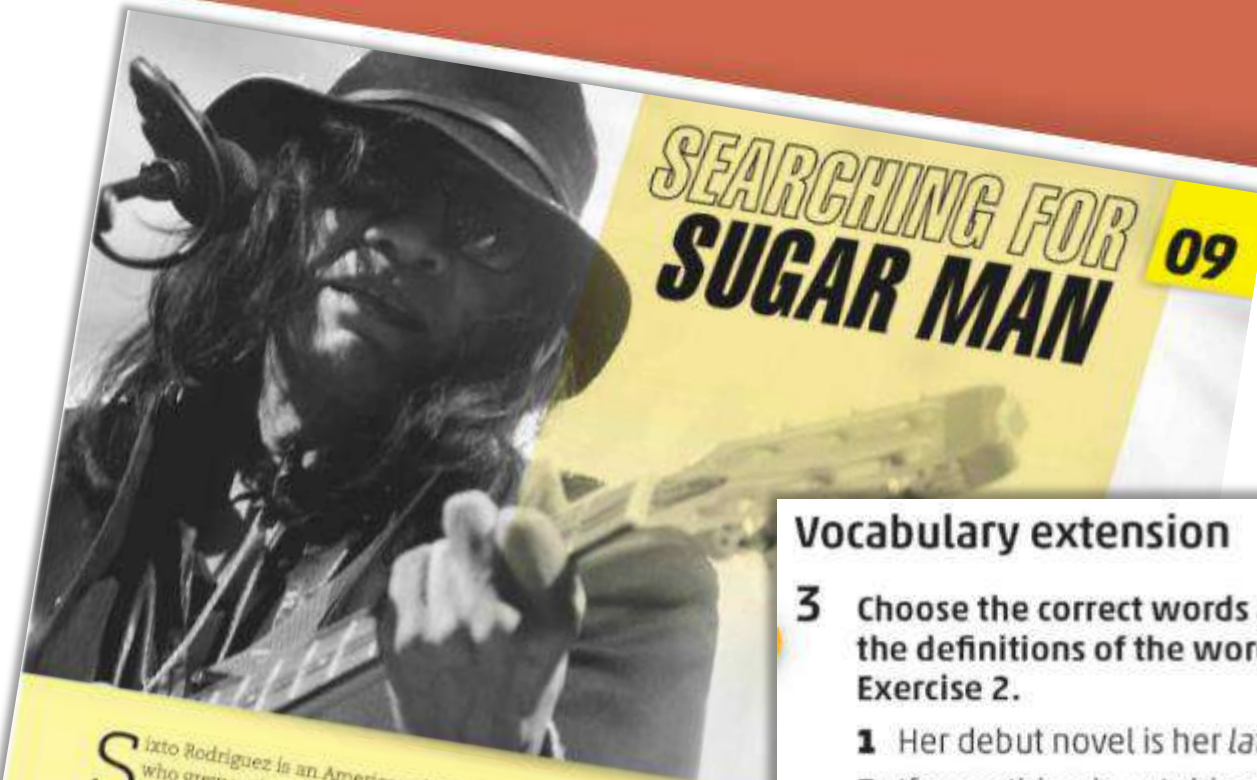
- vocabulary extensions in Reading and Listening lessons
- focus on such areas as phrasal verbs, collocations or word formation

### Vocabulary extension

- 4 Match the highlighted words from the text with the definitions.
- 1 An agreement between a record company and a musician to make and sell music. **recording contract**
  - 2 Take people's attention away from someone else who is more important. \_\_\_\_\_
  - 3 Money you earn every time someone buys your song, album, book, etc. \_\_\_\_\_
  - 4 An event where prizes are given for success in the music or film industry. \_\_\_\_\_
  - 5 Records produced/distributed illegally. \_\_\_\_\_
  - 6 Making something available to the public. \_\_\_\_\_

### ACTIVE VOCABULARY | Prefix re-

We can add the prefix *re-* to nouns and verbs to mean 'again', (e.g. *discover* – *rediscover*).



### Vocabulary extension

- 3 Choose the correct words and phrases to complete the definitions of the words from the interview in Exercise 2.
- 1 Her debut novel is her *latest* / *first* novel.
  - 2 If something is autobiographical, it's about *somebody else's* / *the author's* life.
  - 3 Literature is the study of *great novels and poetry* / *important scientific texts*.
  - 4 Your inspiration is the *idea* / *characters* for a novel or piece of writing.
  - 5 Creative writing means writing *news stories* / *poetry and fiction*.
  - 6 A manuscript is a piece of writing *after* / *before* it is printed.
  - 7 A publicity tour is a series of interviews in different places to *advertise a book* / *meet fans*.

### ACTIVE VOCABULARY | Verbs ending in -ate

Certain verbs end with the letters *-ate*. Note how the word stress changes in these verbs according to the number of syllables:

- two syllables, stress on second syllable (e.g. *creatate*)
- three syllables, stress on first syllable (e.g. *demonstrate*)
- four syllables, stress on second syllable (e.g. *appreciate*)
- five syllables, stress on third syllable (e.g. *differentiate*)

# A great amount of vocabulary

## Comprehensive wordlists

- clearly organised
- recorded entries
- **Remember More** section provides further vocabulary practice

### Word List

#### REMEMBER MORE

1 Add more words and phrases from the word list to the vocabulary maps.



2 Which preposition completes these sentences?

- 1 We definitely have something \_\_\_\_\_ common: we both love sport.
- 2 I'm interested \_\_\_\_\_ mountain biking.
- 3 He says he doesn't like speaking \_\_\_\_\_ public.

3 Which verb from the word list completes these phrases?

	friends
	a speech
	a mistake
	married
	on well with sb

4 Complete the sentences with the correct verbs. Then check with the word list.

- 1 My friends can always \_\_\_\_\_ on me.
- 2 It's cold outside, so please \_\_\_\_\_ on a warm sweater.
- 3 How does Leo \_\_\_\_\_ on with his older sister?
- 4 The team is \_\_\_\_\_ on a new project at the moment.

#### ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

#### 1A GRAMMAR AND VOCABULARY

##### 5.1

agree (v) /ə'gruː/

argue about sth /ɑːɡjuː əbaʊt səmθɪŋ/

at the moment /æt ðə 'mɒmənt/

uncle (n) /ʊŋkəl/

wear (v) /weə/

wedding (n) /'wedɪŋ/

wedding dress (n) /'wedɪŋ dres/

wedding reception (n) /'wedɪŋ rɪsɪpʃən/

#### 1B READING AND VOCABULARY

##### 5.2

a friend in need is a friend indeed /ə frɛnd ɪn 'niːd ɪz ə frɛnd ɪn'ɪdɪd/

acquaintance (n) /ə'kwæɪntəns/

appear (v) /ə'piə/

background (n) /'bækgraʊnd/

be open with sb /bi 'ɔːpən wɪð səmbɒdi/

be yourself /bi jə'self/

best friend /best frɛnd/

classmate (n) /'klɑːsmet/

close/good friend /klaʊs/gʊd frɛnd/

companion (n) /kəm'pænjən/

contact (n) /'kɒntækt/

fake (adj) /feɪk/

friendship (n) /frɛndʃɪp/

fun (n) /fʌn/

gentle (adj) /dʒentl/

get on (well) with sb /get ɒn ('wel) wɪð səmbɒdi/

give advice /ɡɪv ədvaɪs/

hand (v) /hænd/

helping hand /'helpɪŋ hænd/

identity (n) /aɪ'dentəti/

interest (n) /'ɪntərəst/

keep in touch /ki:p ɪn 'tʌtʃ/

keep sth going /ki:p səmθɪŋ 'ɡoʊɪŋ/

let sb down /let səmbɒdi 'daʊn/

lifetime (n) /'laɪftaɪm/

make friends with sb /meɪk frɛndz wɪð səmbɒdi/

nationality (n) /næʃə'næləti/

nod (v) /nɒd/

opinion (n) /ə'pɪnjən/

opposites attract /'ɒpəzəts ə'trækt/

personality (n) /pɜːsə'næləti/

physical appearance (n) /fɪzɪkəl ə'piərəns/

pretend (v) /prɪ'tend/

these days /ðiːz 'deɪz/

tie (n) /taɪ/

to be honest /tu bi 'ɒnɪst/

trainers (n) /treɪnəz/

uncle (n) /ʊŋkəl/

wear (v) /weə/

wedding (n) /'wedɪŋ/

wedding dress (n) /'wedɪŋ dres/

wedding reception (n) /'wedɪŋ rɪsɪpʃən/

proverb (n) /'prɒvɜːb/

psychologist (n) /saɪkə'lɒdʒɪst/

rely on /rɪ'laɪ ɒn/

share your feelings /ʃeə jə 'fiːlɪŋz/

similar (adj) /sɪ'mɪlə/

sleep over at sb's house /slɪp əʊvə ət səmbɒdɪz haʊs/

social media (n) /səʊʃəl 'miːdiə/

spend time with sb /spend taɪm wɪð səmbɒdi/

stay out late /steɪ aʊt leɪt/

survive (v) /sə'vaɪv/

tissue (n) /tɪʃuː/

trouble (n) /trʌbl/

turn your back on /tɜːn jə 'bæk ɒn/

#### 1C VOCABULARY 5.3

adopted (adj) /ə'dɒptɪd/

app (n) /æp/

bossy (adj) /'bɒsi/

by yourself /baɪ jə'self/

divorced (adj) /dɪ'vɔːst/

generous (adj) /dʒɪ'nərəs/

gentle (adj) /dʒentl/

half-sister (n) /hɑːf 'sɪstə/

helpful (adj) /'helpfʊl/

install (v) /ɪn'stɔːl/

kind (adj) /kaɪnd/

let sb do sth /let səmbɒdi 'duː səmθɪŋ/

mirror (n) /mɪrəl/

nervous (n) /nɜːvəs/

prefer (v) /prɪ'fɜː/

rude (adj) /ruːd/

selfish (adj) /selʃɪʃ/

shy (adj) /ʃaɪ/

single mother (n) /sɪŋɡl mʌðə/

stepfather (n) /step'fɑːðə/

strict (adj) /strɪkt/

sweet (adj) /swiːt/

switch off /swɪtʃ 'ɒf/

twin (n, adj) /twɪn/

vain (adj) /veɪn/

widow/widower (n) /wɪdəʊ/wɪdəʊə/

#### 1D GRAMMAR 5.4

celebrity (n) /sɪ'lebrəti/

memo (n) /meɪm/

politics (n) /'pɒlɪtiks/

recognise (v) /'rekəɡnaɪz/

relationship (n) /rɪ'leɪʃənʃɪp/

surprising (adj) /sə'praɪzɪŋ/

there are lots of fish in the sea /ðeə ə lɒts əv fɪʃ ɪn ðə siː/

#### 1E LISTENING AND VOCABULARY

##### 5.5

bilingual/trilingual (adj) /baɪ'lɪŋɡwəl/

detail (n) /dɪ'teɪl/

enjoy doing sth /ɪn'dʒɔɪ 'duːɪŋ səmθɪŋ/

find the right word /faɪnd ðə raɪt 'wɜːd/

improve (v) /ɪm'pruːv/

learn/speak/study/understand/use a language /lɜːn/'spiːk/'stʌdi/'ʌndə'stænd/ 'juːz ə 'læŋɡwɪdʒ/

make a mistake /meɪk ə mə'steɪk/

mix up languages /mɪks ʌp 'læŋɡwɪdʒɪz/

pronunciation (n) /prəʊ'nʌsɪ'eɪʃən/

understand (v) /ʌndə'stænd/

#### 1F SPEAKING 5.6

amazing (adj) /ə'meɪzɪŋ/

appropriate (adj) /ə'prɒpriət/

artist (n) /ɑːtɪst/

awesome (adj) /ə'səʊm/

banknote (n) /'bæŋknoʊt/

be into sth /bi 'ɪntə səmθɪŋ/

century (n) /'sentʃəri/

collect (v) /kə'lekt/

fan of sth /fæn əv səmθɪŋ/

hamster (n) /'hæmstə/

in-line skating /ɪn'laɪn 'skeɪtɪŋ/

interested in /ɪn'terɪstəd ɪn/

loft apartment (n) /lɒft əpɑːtmənt/

marathon (n) /mərə'θɒn/

matchbox (n) /mætʃ'bɒks/

mountain biking (n) /maʊntən 'baɪkɪŋ/

start a conversation /stɑːt ə kɒn'veɪʃən/

support (v) /sə'pɔːt/

vegetarian (adj) /vedʒɪ'teəriən/

#### 1G WRITING 5.7

abroad (adv) /ə'brɔːd/

apartment (n) /ə'pɑːtmənt/

arrange the visit /ə'reɪndʒ ðə 'vzɪt/

busy (adj) /bɪzi/

centre (n) /sentə/

countryside (n) /'kaʊntrɪsaɪd/

decorate (v) /dɪ'keɪt/

driving lesson (n) /'draɪvɪŋ lesən/

give sb a gift /ɡɪv səmbɒdi ə 'ɡɪft/

have sth in common /hæv səmθɪŋ ɪn 'kɒmən/

hope (v) /həʊp/

host (n) /hɒst/

introduce sb to sb /ɪn'trə'djuːs səmbɒdi tə səmbɒdi/

invite sb to sth /ɪn'vaɪt səmbɒdi tə səmθɪŋ/

leisure (n) /leɪʒə/

looking forward to meeting you /lʊkɪŋ fɔːwəd tə 'miːtɪŋ juː/

lots of love /lɒts əv 'lʌv/

manager (n) /'mænɪdʒəl/

nightlife (n) /'naɪtlaɪf/

offer sb a drink /ɒfə səmbɒdi ə 'drɪŋk/

pack (v) /pæk/

pay sb a visit /peɪ səmbɒdi ə 'vzɪt/

reason (n) /riːzən/

region (n) /riːdʒən/

retax (v) /rɪ'tæks/

revise for something /rɪ'vaɪz tə səmθɪŋ/

ring the doorbell /rɪŋ ðə 'dɔːrbel/

say hello /seɪ hə'ləʊ/

school exchange (n) /skuːl ɪks'etʃeɪndʒ/

show sb round sth /ʃəʊ səmbɒdi 'raʊnd səmθɪŋ/

silly (adj) /sɪli/

suburbs (n) /sʊ'bɜːbz/

sweater (n) /swetə/

talk about sth /tɔːk əbaʊt səmθɪŋ/

town centre (n) /taʊn 'sentə/

university town (n) /juːnɪ'vɜːsəti taʊn/

vet (n) /vet/

visitor (n) /vzɪtə/

walking boots (n) /'wɔːkɪŋ buːts/

work on something /wɜːk ɒn səmθɪŋ/



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### REMEMBER MORE

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- 3 He says he doesn't like speaking \_\_\_ public.

- 3 Which verb from the word list completes these phrases?

	friends a speech a mistake
	married on well with sb

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### GRAMMAR AND VOCABULARY

these days /ði:z 'deɪz/  
 tie (n) /taɪ/  
 to be honest /tu bi 'ɒnɪst/  
 trainers (n) /ˈtreɪnəz/  
 uncles (n) /ˈʌŋkəl/  
 wear (v) /weə/  
 wedding (n) /ˈwedɪŋ/  
 wedding dress (n) /ˈwedɪŋ dres/  
 wedding reception (n) /ˈwedɪŋ rɪˈsepʃən/

### 1B READING AND VOCABULARY

#### 5.2

a friend in need is a friend indeed  
 /ə frɛnd ɪn 'ni:ɪd ɪz ə frɛnd ɪn'ɪdɪd/

acquaintance (n) /əˈkweɪntəns/  
 appear (v) /əˈpiə/  
 background (n) /ˈbækgraʊnd/  
 be open with sb /bi 'əʊpən wɪð sʌmbədi/  
 be yourself /bi jə'ɒnsɪlf/  
 best friend /best frɛnd/  
 classmate (n) /ˈklɑ:smet/  
 close/good friend /klaʊs/gʊd frɛnd/  
 companion (n) /kəmˈpænjən/  
 contact (n) /ˈkɒntækt/  
 fake (adj) /feɪk/  
 friendship (n) /frɛndʃɪp/  
 fun (n) /fʌn/  
 gently (adv) /dʒentli/  
 get on (well) with sb /get ɒn ('wel) wɪð sʌmbədi/  
 give advice /gɪv ədvaɪs/  
 hand (v) /hænd/  
 helping hand /ˈhelpɪŋ hænd/  
 identity (n) /aɪˈdentɪti/  
 interest (n) /ɪn'terɪst/  
 keep in touch /ki:p ɪn 'tʌtʃ/  
 keep sth going /ki:p sʌmθɪŋ 'ɡoʊŋ/  
 let sb down /let sʌmbədi 'daʊn/  
 lifetime (n) /ˈlaɪftaɪm/  
 make friends with sb /meɪk frɛndz wɪð sʌmbədi/  
 nationality (n) /næʃə'nælɪti/  
 nod (v) /nɒd/  
 opinion (n) /əˈpɪnjən/  
 opposites attract /əˈpɒzɪts ə'trækt/  
 personality (n) /pɜ:snælɪti/  
 physical appearance (n) /fɪzɪkəl ə'piərəns/  
 pretend (v) /prɪ'tend/

proverb (n) /ˈprɒvɜ:b/  
 psychologist (n) /saɪkə'lɒdʒɪst/  
 rely on /rɪ'laɪ ɒn/  
 share your feelings /ʃeə jə 'fi:ldɪŋz/  
 similar (adj) /sɪ'mɪlə/  
 sleep over at sb's house /slɪp əʊvə ət sʌmbədi:z haʊs/  
 social media (n) /səʊʃəl 'mi:diə/  
 spend time with sb /spend taɪm wɪð sʌmbədi/  
 stay out late /steɪ aʊt leɪt/

survive (v) /sə'vaɪv/  
 tissue (n) /tɪʃu:  
 trouble (n) /trʌbl/  
 turn your back on /tɜ:n jə 'bæk ɒn/

### 1C VOCABULARY 5.3

adopted (adj) /ə'dɒptɪd/  
 app (n) /æp/  
 bossy (adj) /ˈbɒsi/  
 by yourself /baɪ jə'self/  
 divorced (adj) /dɪ'vɔ:st/  
 generous (adj) /dʒɪˈnerəs/  
 gentle (adj) /dʒentl/  
 half-sister (n) /hɑ:f 'sɪstə/  
 helpful (adj) /ˈhelpfəl/  
 install (v) /ɪn'stɔ:l/  
 kind (adj) /kaɪnd/  
 let sb do sth /let sʌmbədi 'du: sʌmθɪŋ/  
 mirror (n) /ˈmɪrə/  
 nervous (n) /nɜ:vs/  
 prefer (v) /prɪ'fɜ:/  
 rude (adj) /ru:d/  
 selfish (adj) /ˈselfɪʃ/  
 shy (adj) /ʃaɪ/  
 single mother (n) /sɪŋgl 'mʌðə/  
 stepfather (n) /ˈstepfɑ:ðə/  
 strict (adj) /strɪkt/  
 sweet (adj) /swi:t/  
 switch off /swɪtʃ 'ɒf/  
 twin (n, adj) /twɪn/  
 vain (adj) /veɪn/  
 widow/widower (n) /ˈwɪdəʊ/'wɪdəʊə/  
 widow/widower (n) /ˈwɪdəʊ/'wɪdəʊə/

### 1D GRAMMAR 5.4

celebrity (n) /sɪˈlebrəti/  
 meme (n) /meɪm/  
 politics (n) /ˈpɒlɪtiks/

recognise (v) /ˈrekəɡnaɪz/  
 relationship (n) /rɪˈleɪʃənʃɪp/  
 surprising (adj) /sə'praɪzɪŋ/  
 there are lots of fish in the sea /ðeə ə lɒts əv 'fɪʃ ɪn ðə si:/

### 1E LISTENING AND VOCABULARY

#### 5.5

bilingual/trilingual (adj) /baɪˈlɪŋɡwəl/brɪˈlɪŋɡwəl/  
 detail (n) /ˈdeɪtəl/  
 enjoy doing sth /ɪn'dʒɔɪ 'dɔɪŋ sʌmθɪŋ/  
 find the right word /faɪnd ðə raɪt 'wɜ:ð/  
 improve (v) /ɪm'pru:v/  
 learn/speak/study/understand/use a language /lɜ:n/'spi:k/'stʌdi/'ʌndə'stænd/'ju:z ə 'læŋɡwɪdʒ/  
 make a mistake /meɪk ə mə'steɪk/  
 mix up languages /mɪks ʌp 'læŋɡwɪdʒɪz/  
 pronunciation (n) /prəʊnʌ'seɪʃən/  
 understand (v) /ʌndə'stænd/

### 1F SPEAKING 5.6

amazing (adj) /ə'meɪzɪŋ/  
 appropriate (adj) /ə'prəʊpɪət/  
 artist (n) /ɑ:tɪst/  
 awesome (adj) /ə'səʊm/  
 banknote (n) /ˈbæŋknəʊt/  
 be into sth /bi 'ɪntə sʌmθɪŋ/  
 century (n) /ˈsentʃəri/  
 collect (v) /kə'lekt/  
 fan of sth /fæn əv sʌmθɪŋ/  
 hamster (n) /ˈhæmstə/  
 in-line skating /ɪnˈlaɪn 'skeɪtɪŋ/  
 interested in /ɪn'terɪstəd ɪn/  
 loft apartment (n) /lɒft əpɑ:tmənt/  
 marathon (n) /ˈmærəθən/  
 stepfather (n) /ˈstepfɑ:ðə/  
 mountain biking /ˈmaʊntən 'baɪkɪŋ/  
 start a conversation /stɑ:t ə kɒn'veɪʃən/  
 support (v) /sə'pɔ:t/  
 vegetarian (adj) /ˌvedʒɪ'teəriən/

### 1G WRITING 5.7

abroad (adv) /ə'brɔ:d/  
 apartment (n) /ə'pɑ:tmənt/  
 arrange the visit /ə'reɪndʒ ðə 'vzɪt/  
 busy (adj) /ˈbɪzi/  
 centre (n) /ˈsentə/

countryside (n) /ˈkʌntrɪsaɪd/  
 decorate (v) /ˈdeɪkəreɪt/  
 driving lesson (n) /ˈdraɪvɪŋ lesən/  
 give sb a gift /gɪv sʌmbədi ə 'gɪft/  
 have sth in common /hæv sʌmθɪŋ ɪn 'kɒmən/  
 hope (v) /həʊp/  
 host (n) /hɒst/  
 introduce sb to sb /ɪn'trə'dju:s sʌmbədi tə sʌmbədi/  
 invite sb to sth /ɪn'vaɪt sʌmbədi tə sʌmθɪŋ/  
 leisure (n) /ˈleɪʒə/  
 looking forward to meeting you /lʊkɪŋ fɔ:wəd tə 'mi:tɪŋ ju/  
 lots of love /lɒts əv 'lʌv/  
 manager (n) /ˈmænɪdʒə/  
 nightlife (n) /naɪtlaɪf/  
 offer sb a drink /ɔ:fə sʌmbədi ə 'drɪŋk/  
 pack (v) /pæk/  
 pay sb a visit /peɪ sʌmbədi ə 'vzɪt/  
 reason (n) /rɪˈzən/  
 region (n) /rɪˈdʒən/  
 relax (v) /rɪ'læks/  
 revise for something /rɪ'vaɪz fɔ sʌmθɪŋ/  
 ring the doorbell /rɪŋ ðə 'dɔ:bəl/  
 say hello /seɪ hə'ləʊ/  
 school exchange (n) /sku:l ɪk'stʃeɪndʒ/  
 show sb round sth /ʃəʊ sʌmbədi 'raʊnd sʌmθɪŋ/  
 silly (adj) /sɪli/  
 suburbs (n) /sʌ'bɜ:bz/  
 sweater (n) /ˈswetə/  
 talk about sth /tɔ:k ə'bʌʊt sʌmθɪŋ/  
 town centre (n) /taʊn 'sentə/  
 university town (n) /ju:nɪvɜ:səti taʊn/  
 vet (n) /vet/  
 visitor (n) /vzɪtə/  
 walking boots (n) /ˈwɔ:kɪŋ bu:ts/  
 work on something /wɜ:k ɒn sʌmθɪŋ/

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- He says he doesn't like speaking \_\_\_ public.

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	married on well with sb

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uncle (n) /'ʌŋkl/  
wear (v) /weə/  
wedding (n) /'wedɪŋ/  
wedding dress (n) /'wedɪŋ dres/  
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be yourself /bi 'jɔ:rsɛlf/  
best friend /best 'frend/  
classmate (n) /'klɑ:smet/  
close/good friend /kloʊs/gʊd 'frend/  
contact (n) /'kɒntækt/  
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fun (n) /fʌn/  
gently (adv) /'dʒentli/  
get on (well) with sb /get ɒn ('wel) wɪð sʌmbədi/  
give advice /gɪv əd'vaɪs/  
hand (v) /hænd/  
helping hand /'helpɪŋ 'hænd/  
identity (n) /aɪ'dentəti/  
interest (n) /'ɪntərəst/  
keep in touch /ki:p ɪn 'tʌtʃ/  
keep sth going /ki:p sʌmθɪŋ 'gəʊɪŋ/  
let sb down /let sʌmbədi 'daʊn/  
lifetime (n) /'laɪftaɪm/  
make friends with sb /meɪk 'frendz wɪð sʌmbədi/  
nationality (n) /nə'ʃə'næləti/  
nod (v) /nɒd/  
opinion (n) /ə'pɪnjən/  
opposites attract /ə'pəʊzəts ə'trækt/  
personality (n) /pɜ:snə'ləti/  
physical appearance (n) /'fɪzɪkəl ə'piərəns/  
pretend (v) /prɪ'tend/

proverb (n) /'prɒvɜ:b/  
psychologist (n) /saɪkə'lɒdʒɪst/  
rely on /rɪ'laɪ ɒn/  
share your feelings /ʃeə jə 'fi:ldɪŋz/  
similar (adj) /sɪ'mɪlə/  
sleep over at sb's house /sli:p əʊvə ət sʌmbədi:z haʊs/  
social media (n) /səʊʃəl 'mi:diə/  
spend time with sb /spend 'taɪm wɪð sʌmbədi/  
stay out late /steɪ aʊt 'leɪt/  
survive (v) /sə'vaɪv/  
tissue (n) /'tɪʃu:  
trouble (n) /'trʌbl/  
turn your back on /tɜ:n jə 'bæk ɒn/

#### 1C VOCABULARY 5.3

adopted (adj) /ə'dɒptɪd/  
app (n) /æp/  
bossy (adj) /'bɒsi/  
by yourself /baɪ 'jɔ:rsɛlf/  
divorced (adj) /dɪ'vɔ:st/  
generous (adj) /dʒə'nərəs/  
gentle (adj) /'dʒentl/  
half-sister (n) /hæf 'sɪstə/  
helpful (adj) /'helpfʌl/  
install (v) /ɪn'stɔ:l/  
kind (adj) /kaɪnd/  
let sb do sth /let sʌmbədi 'du: sʌmθɪŋ/  
mirror (n) /'mɪrə/  
nervous (n) /nɜ:vəs/  
prefer (v) /prɪ'fɜ:/  
rude (adj) /ru:d/  
selfish (adj) /'selfɪʃ/  
shy (adj) /ʃaɪ/  
single mother (n) /sɪŋgl 'mʌðə/  
stepfather (n) /'stepfɑ:ðə/  
strict (adj) /strɪkt/  
sweet (adj) /swi:t/  
switch off /swɪtʃ 'ɒf/  
twin (n, adj) /twɪn/  
vain (adj) /veɪn/  
widow/widower (n) /'wɪdəʊ/'wɪdəʊə/

#### 1D GRAMMAR 5.4

celebrity (n) /sɪ'lebrəti/  
memo (n) /'mi:mə/  
politics (n) /'pɒlɪtiks/

recognise (v) /'rekəgnaɪz/  
relationship (n) /rɪ'leɪʃənʃɪp/  
surprising (adj) /sə'praɪzɪŋ/  
there are lots of fish in the sea /ðeə ə 'lɒts əv 'fɪʃ ɪn ðə 'si:/

#### 1E LISTENING AND VOCABULARY

5.5

bilingual/trilingual (adj) /baɪ'lɪŋgwəl/  
detail (n) /'di:teɪl/  
enjoy doing sth /ɪn'dʒɔɪ 'du:ɪŋ sʌmθɪŋ/  
find the right word /faɪnd ðə raɪt 'wɜ:rd/  
improve (v) /ɪm'pru:v/  
learn/speak/study/understand/use a language /lɜ:n/'spi:k/'stʌdi/'ʌndə'stænd/'ju:z ə 'læŋgwɪdʒ/  
make a mistake /meɪk ə mə'steɪk/  
mix up languages /mɪks ʌp 'læŋgwɪdʒɪz/  
pronunciation (n) /prəʊ'nʌʃɪən/  
understand (v) /ʌndə'stænd/

#### 1F SPEAKING 5.6

amazing (adj) /ə'meɪzɪŋ/  
appropriate (adj) /ə'prəʊpɪət/  
artist (n) /'ɑ:tɪst/  
awesome (adj) /ə'səʊm/  
banknote (n) /'bæŋknəʊt/  
be into sth /bi 'ɪntə sʌmθɪŋ/  
century (n) /'sentʃəri/  
collect (v) /kə'lekt/  
fan of sth /fæn əv sʌmθɪŋ/  
hamster (n) /'hæmstə/  
in-line skating /ɪn'laɪn 'skeɪtɪŋ/  
interested in /ɪn'terɪstəd ɪn/  
loft apartment (n) /lɒft ə'pɑ:tmənt/  
marathon (n) /'mærəθən/  
matchbox (n) /'mætʃbɒks/  
mountain biking (n) /'maʊntən 'baɪkɪŋ/  
start a conversation /stɑ:t ə kɒn'veɪʃən/  
support (v) /sə'pɔ:t/  
vegetarian (adj) /vedʒɪ'teəriən/

#### 1G WRITING 5.7

abroad (adv) /ə'brɔ:d/  
apartment (n) /ə'pɑ:tmənt/  
arrange the visit /ə'reɪndʒ ðə 'vzɪt/  
busy (adj) /'bɪzi/  
centre (n) /'sentə/

countryside (n) /'kaʊntrɪsaɪd/  
decorate (v) /'deɪkəreɪt/  
driving lesson (n) /'draɪvɪŋ 'lesən/  
give sb a gift /gɪv sʌmbədi ə 'gɪft/  
have sth in common /hæv sʌmθɪŋ ɪn 'kɒmən/  
hope (v) /həʊp/  
host (n) /hɒst/  
introduce sb to sb /ɪn'trə'dju:s sʌmbədi tə sʌmbədi/  
invite sb to sth /ɪn'vaɪt sʌmbədi tə sʌmθɪŋ/  
leisure (n) /'leɪʒə/  
looking forward to meeting you /lʊkɪŋ fɔ:wəd tə 'mi:tɪŋ ju:/  
lots of love /lɒts əv 'lʌv/  
manager (n) /'mænɪdʒə/  
nightlife (n) /'naɪtlaɪf/  
offer sb a drink /ɔ:fə sʌmbədi ə 'drɪŋk/  
pack (v) /pæk/  
pay sb a visit /peɪ sʌmbədi ə 'vzɪt/  
reason (n) /rɪ'zən/  
region (n) /rɪ'dʒən/  
retax (v) /rɪ'teɪks/  
revise for something /rɪ'vɪz tə sʌmθɪŋ/  
ring the doorbell /rɪŋ ðə 'dɔ:bəl/  
say hello /seɪ hə'ləʊ/  
school exchange (n) /sku:l ɪk'stʃeɪndʒ/  
show sb round sth /ʃəʊ sʌmbədi 'raʊnd sʌmθɪŋ/  
silly (adj) /'sɪli/  
suburbs (n) /sʌ'bɜ:bs/  
sweater (n) /'swetə/  
talk about sth /tɔ:k ə'bʌʊt sʌmθɪŋ/  
town centre (n) /taʊn 'sentə/  
university town (n) /ju:nɪ'vɜ:səti taʊn/  
vet (n) /vet/  
visitor (n) /'vzɪtə/  
walking boots (n) /'wɔ:kɪŋ bu:ts/  
work on something /wɜ:k ɒn sʌmθɪŋ/

# A great amount of vocabulary

## Comprehensive wordlists

- clearly organised
- recorded entries
- Remember More section** provides further vocabulary practice
- Active Vocabulary boxes** provide learning tips

### REMEMBER MORE

1 Add more words and phrases from the word list to the vocabulary maps.



2 Which preposition completes these sentences?

- We definitely have something \_\_\_\_\_ common: we both love sport.
- I'm interested \_\_\_\_\_ mountain biking.
- He says he doesn't like speaking \_\_\_\_\_ public.

3 Which verb from the word list completes these phrases?

	friends
	a speech
	a mistake
	married
	on well with sb

4 Complete the sentences with the correct verbs. Then check with the word list.

### ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

### ACTIVE VOCABULARY | Word families

If you are studying for an exam, create lists of words that belong to the same word family (e.g. *justify* (v) / *justice* (n) / *justified* (adj) / *justifiable* (adj), and add to them words for other parts of speech (i.e. negative adjective: *unjustified* or adverb: *justifiably*). Grouping words in this way is useful to practise for word formation type tasks. You can use an online dictionary to help you, e.g. [www.ldoceonline.com](http://www.ldoceonline.com).

#### GRAMMAR AND VOCABULARY

these days /ði:z 'deɪz/  
 tie (n) /taɪ/  
 to be honest /tu bi 'ɒnɪst/  
 trainers (n) /ˈtreɪnəz/  
 uncles (n) /ˈʌŋkəl/  
 wear (v) /weə/  
 wedding (n) /ˈwedɪŋ/  
 wedding dress (n) /ˈwedɪŋ dres/  
 wedding reception (n) /ˈwedɪŋ rɪˈsepʃən/

#### 1B READING AND VOCABULARY

5.2

a friend in need is a friend indeed  
 /ə frɛnd ɪn 'ni:əd ɪz ə frɛnd ɪn'ɪdɪd/  
 acquaintance (n) /əˈkweɪntəns/  
 appear (v) /ə'piə/  
 background (n) /ˈbækgraʊnd/  
 be open with sb /bi 'ɒpən wɪð sʌmbədɪ/  
 be yourself /bi jə'self/  
 best friend /best frɛnd/  
 classmate (n) /ˈklɑ:smet/  
 proverb (n) /ˈprɒvɜ:b/  
 psychologist (n) /ˌsaɪkəˈlɒdʒɪst/  
 rely on /rɪ'laɪ ɒn/  
 share your feelings /ʃeə jə 'fi:ldɪŋz/  
 similar (adj) /sɪˈmɪlə/  
 sleep over at sb's house /slɪp əʊvə ət sʌmbədɪz haʊs/  
 social media (n) /səʊʃəl 'mi:diə/  
 spend time with sb /spend taɪm wɪð sʌmbədɪ/  
 stay out late /steɪ aʊt leɪt/  
 survive (v) /sə'vaɪv/  
 tissue (n) /tɪʃu:  
 trouble (n) /trʌbl/  
 turn your back on /tɜ:n jə 'bæk ɒn/

#### 1C VOCABULARY 5.3

adopted (adj) /ə'dɒptɪd/  
 app (n) /æp/  
 bossy (adj) /ˈbɒsi/  
 by yourself /baɪ jə'self/  
 divorced (adj) /dɪ'vɔ:st/

#### 1E LISTENING AND VOCABULARY

5.5

bilingual/trilingual (adj) /baɪˈlɪŋɡwəl/  
 detail (n) /dɪˈteɪl/  
 enjoy doing sth /ɪnˈdʒɔɪ 'dɔɪŋ sʌmbɪŋ/  
 find the right word /faɪnd ðə raɪt 'wɜ:d/  
 improve (v) /ɪm'pru:v/  
 learn/speak/study/understand/use a language /lɜ:n/'spi:k/'stʌdi/'ʌndə'stænd/'ju:z ə ˌlæŋɡwɪdʒ/  
 make a mistake /meɪk ə mə'steɪk/  
 mix up languages /mɪks ʌp 'læŋɡwɪdʒɪz/  
 pronunciation (n) /ˌprɒnʊˈnɪʃən/  
 understand (v) /ʌndə'stænd/

#### 1F SPEAKING 5.6

amazing (adj) /ə'meɪzɪŋ/  
 appropriate (adj) /ə'prɒpɪət/  
 artist (n) /ɑ:tɪst/  
 awesome (adj) /ə'səʊm/  
 banknote (n) /ˈbæŋknəʊt/  
 be into sth /bi 'ɪntə sʌmbɪŋ/  
 century (n) /ˈsentʃəri/  
 collect (v) /kəˈlekt/  
 fan of sth /fæn əv sʌmbɪŋ/  
 hamster (n) /ˈhæmstə/  
 in-line skating /ɪnˈlaɪn 'skeɪtɪŋ/  
 interested in /ɪn'terɪstəd ɪn/  
 loft apartment (n) /lɒft əpɑ:tmənt/  
 marathon (n) /ˈmærəθən/  
 matchbox (n) /ˈmætʃbɒks/  
 mountain biking (n) /ˈmaʊntən ˌbaɪkɪŋ/  
 start a conversation /stɑ:t ə kɒnˈvɜ:ʃən/  
 support (v) /sə'pɔ:t/  
 vegetarian (adj) /ˌvedʒɪ'teəriən/

#### 1G WRITING 5.7

abroad (adv) /ə'brɔ:d/  
 apartment (n) /əpɑ:tmənt/  
 arrange the visit /ə'reɪndʒ ðə 'vzɪt/  
 busy (adj) /ˈbɪzi/  
 centre (n) /ˈsentə/

countryside (n) /ˈkaʊntrɪsaɪd/  
 decorate (v) /ˈdeɪkəreɪt/  
 driving lesson (n) /ˈdraɪvɪŋ lesən/  
 give sb a gift /gɪv sʌmbədɪ ə 'gɪft/  
 have sth in common /hæv sʌmbɪŋ ɪn 'kɒmən/  
 hope (v) /həʊp/  
 host (n) /hɒst/  
 introduce sb to sb /ɪn'trɔ:dʒes sʌmbədɪ tə sʌmbədɪ/  
 invite sb to sth /ɪn'vaɪt sʌmbədɪ tə sʌmbɪŋ/  
 leisure (n) /ˈleɪʒə/  
 looking forward to meeting you /lʊkɪŋ fɔ:wəd tə 'mi:tɪŋ ju/  
 lots of love /lɒts əv 'lʌv/  
 manager (n) /ˈmænɪdʒə/  
 nightlife (n) /ˈnaɪtlɑɪf/  
 offer sb a drink /ɒfə sʌmbədɪ ə 'drɪŋk/  
 pack (v) /pæk/  
 pay sb a visit /peɪ sʌmbədɪ ə 'vzɪt/  
 reason (n) /rɪˈzən/  
 region (n) /rɪˈdʒən/  
 relax (v) /rɪˈlæks/  
 revise for something /rɪ'vɪz tə sʌmbɪŋ/  
 ring the doorbell /rɪŋ ðə 'dɔ:bəl/  
 say hello /seɪ hə'ləʊ/  
 school exchange (n) /sku:l ɪk'stʃeɪndʒ/  
 show sb round sth /ʃəʊ sʌmbədɪ 'raʊnd sʌmbɪŋ/  
 silly (adj) /ˈsɪli/  
 suburbs (n) /sʌ'bɜ:bz/  
 sweater (n) /ˈswetə/  
 talk about sth /tɔ:k ə'baut sʌmbɪŋ/  
 town centre (n) /taʊn 'sentə/  
 university town (n) /ju:nɪ'vɜ:sətɪ taʊn/  
 vet (n) /vet/  
 visitor (n) /'vzɪtə/  
 walking boots (n) /ˈwɔ:kɪŋ bu:ts/  
 work on something /wɜ:k ɒn sʌmbɪŋ/

# Above-average communication

- fluency, accuracy, efficiency
- cultural and social awareness
- critical thinking

## 9 REFLECT | Culture In pairs, answer the questions. Then compare your answers with other pairs.

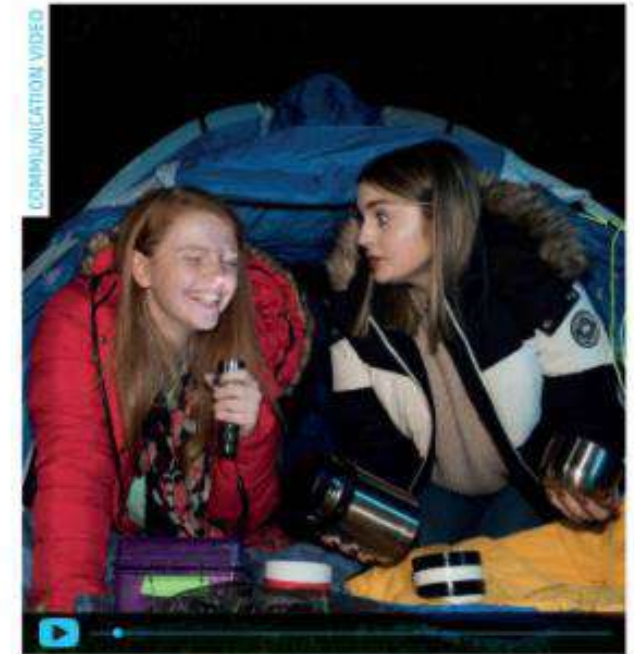
- 1 What kind of gifts do guests bring when visiting people in their homes for the first time?
- 2 What's a good gift from your country for a host in another country?
- 3 What can you do and where can you go when you have a guest from another country in your home?

## 9 SPEAKING In groups, discuss what you can do in these situations.

- 1 Your best friend is moving to another country. What can you do to keep in touch?
- 2 A friend copies from you in an exam. The teacher thinks it's your fault and gives you a zero. Your friend says nothing. What can you do?
- 3 Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?
- 4 You introduced your best friend to another friend of yours. They get on well with each other and spend a lot of time together without you. What do you do in this situation?

## 9E SPEAKING

- 1 Describe the photo and answer the questions.
  - 1 Have you ever gone camping? If so, did you enjoy it? If not, would you like to?
  - 2 What things do you need on a camping trip?
  - 3 Would you like to camp in the wild? Say why.
- 2 3.29 Faith and Amber go camping. Watch or listen and answer the questions.
  - 1 What goes wrong?
  - 2 Where are they camping?
- 3 Look at phrases a-f. Do they express regret or are they a response to it? Add them to the right sections in the Speaking box.
  - a How stupid of me!
  - b It's not the end of the world.
  - c I can't believe I did/didn't ...
  - d It's no use crying over spilt milk.
  - e There's nothing you/we can do about it.
  - f It was so careless of me.



### SPEAKING | Regrets

#### Expressing regrets

I wish/if only ...  
I should(n't) have ...  
It's a pity/shame that ...  
*How stupid of me!*

#### Responding to regrets

Forget it./It's no problem.  
It doesn't matter.  
There's no point worrying about it.  
It's not a big deal.  
Calm down!/Chill out!

- 4 3.30 PRONUNCIATION Listen to the pronunciation of the unstressed *have/not have* and repeat. Which letter is not pronounced in *shouldn't've* and *wouldn't've*?
  - 1 I *shouldn't've* scared you like that.
  - 2 We *should've* brought better sleeping bags.
  - 3 If I'd known, I *would've* bought another torch.
  - 4 I *wouldn't've* slept out here if I'd known what it was like.
- 5 3.31 PRONUNCIATION Listen to eight sentences and say if they are positive or negative. Then repeat them with the same pronunciation.
  - 1 *negative*
- 6 3.32 Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words including the word in bold. Listen and check.
  - 1 It's a pity we didn't check the weather forecast. **SHOULD**  
We *should have checked* the weather forecast.
  - 2 We can't do anything about it now. **NOTHING**  
There's \_\_\_\_\_ about it now.
  - 3 How stupid of us! **WAS**  
It \_\_\_\_\_ us!
  - 4 It's not a big deal. **END**  
It's not \_\_\_\_\_.
  - 5 I regret not bringing something to drink. **WISH**  
I \_\_\_\_\_ something to drink.
  - 6 There's no point worrying about it. **MILK**  
It's no \_\_\_\_\_.
- 7 Work in pairs. Take turns to use the phrases in the Speaking box to express regrets about the situations below. Respond appropriately.
  - You get lost while walking in the country. You don't have a map.
  - On a camping trip there's a bear outside your tent.
  - You're hiking in the mountains without a coat. It's very cold.
  - You spent a fortune on a haircut. It looks horrible.
  - You visit England. You can't understand anyone.

**A** *If only I'd remembered to bring a map.*  
**B** *Chill out, we'll find the way.*

# Grammar

- interactive
- memorable
- thoroughly practised – 2 lessons per unit, additional grammar practice
- grammar videos (vox pops)



03

Far from home

03

**VOCABULARY** Holiday activities, travelling, transport  
**GRAMMAR** Past Continuous and Past Simple, relative pronouns Use of English > page 185  
**SPEAKING** Asking for information  
**WRITING** A blog post  
**VIDEO** Grammar > Communication > Documentary >

## Magical Moments

PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.





**Wild horses** Steve Curry, New York  
Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



**Swimming in the rain** Kerry Kane, London  
We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, "Let's go for a swim! We're wet anyway." While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



**A double rainbow** Adam Clark, Dublin  
I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.

### 3A GRAMMAR AND VOCABULARY

- In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.  
 climb a mountain go for a swim/drive lie/sunbathe on the beach make a trip pack your bag see the sights watch the sun rise/set visit relatives
- SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.  
 A Did you see the sights the last time you went on holiday?  
 B No, I didn't. I just lay on the beach all day.
- Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

Past Continuous and Past Simple

- Match sentences 1–2 with the uses of the Past Continuous a–b.  
 1  At about 7 p.m. we were going along a quiet road.  
 2  I was staying with my uncle on his farm in Canada.  
 a to give the background to a story  
 b to say that someone was in the middle of an action at a specific time
- Read this sentence from one of the stories and answer the questions.  
 While we were swimming, I took this photo.  
 1 Did these actions happen  
 a one after another? b at the same time?  
 2 Which action was shorter and which tense do we use to talk about it?
- Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a (long) activity was interrupted by a short one (in the Past Simple)

	I • He • She • It	We • You • They
+	I was swimming. She wasn't dancing.	They were running. We weren't walking.
?	Was he sunbathing? Yes, he was./ No, he wasn't.	Were they singing? Yes, they were./ No, they weren't.
Wh-?	Whose car was he driving?	What were you doing yesterday at 10 p.m.?

Linkers: when, while, as  
 Grammar Reference and Practice > page 175

- Look at the photos and stories again and correct the sentences.  
 1 Kerry was eating lunch when it started to rain.  
 No, she wasn't eating lunch. She was eating an ice cream.  
 2 Lara was looking at the camera when Kerry took the photo.  
 3 Steve's mum was driving the car when the horses appeared.  
 4 The horses were running away from Steve's car.  
 5 Adam was staying in a hotel in Canada.  
 6 The sun was coming up when Adam saw the rainbows.
- What do you think your partner was doing at these times? Ask and check if your guesses were correct.  
 ten o'clock last night six o'clock this morning  
 last Saturday at 8 p.m. last Sunday at 11 a.m.  
 A Were you sleeping at ten o'clock last night?  
 B No, I wasn't. I was studying Maths.
- 1.28** Complete the text with the correct forms of the Past Continuous. Listen and check.  
 We <sup>1</sup> were travelling (travel) to France on a car ferry. I <sup>2</sup> (feel) a bit sick, so I <sup>3</sup> (go) outside to get some air. While I <sup>4</sup> (look) down at the sea, I <sup>5</sup> (see) a dolphin. It <sup>6</sup> (swim) next to the ship. As I <sup>7</sup> (watch), it <sup>8</sup> (jump) high out of the sea. I <sup>9</sup> (get) a wonderful photo.
- Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.  
 catch drive ride sail wait  
 1 I was running to catch a bus to school when I realised it was a holiday.  
 2 The first time I the car, my dad was sitting beside me with his eyes closed.  
 3 I met my boyfriend/girlfriend while I at a bus stop.  
 4 I my bike when I saw our teacher.  
 5 While we on a ferry, there was a storm.

**VIDEO** Read the sentence below and watch the video. Say what the speaker's answer. Then in pairs, ask and answer the question.  
 Tell me about a magical moment that happened to you on holiday.



I can use the Past Simple and Continuous to talk about past experiences.

# Grammar

- guided discovery approach

## 3D GRAMMAR



### QUIZ

Things to **KNOW**  
before you **GO!**

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A graffiti artist who likes to be anonymous.
- 2 A young woman that has a great voice.
- 3 A detective whose residence is at 221B Baker Street, London.
- 4 A prehistoric monument which is over 4,000 years old.
- 5 A company that started making very expensive cars in Manchester in 1906.
- 6 A train station which is famous for Platform 9½.
- 7 The town where William Shakespeare was born.
- 8 A drink we love in England.



## Relative pronouns

### 3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and \_\_\_\_\_
- b people? \_\_\_\_\_ and \_\_\_\_\_
- c places? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- d possessions? \_\_\_\_\_

### 4 Look at clues 7-8 in the quiz and answer the questions.

- 1 What comes after *where* when we define a place – a noun/pronoun or a verb?
- 2 When can we leave out *who*, *which* and *that* – when the next word is a noun/pronoun or a verb?

### 5 Study the Grammar box and check your answers to Exercises 3 and 4.

#### Relative pronouns

*Which* and *that* refer to things and places.

*Who* and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.

*Whose* refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

Grammar Reference and Practice > page 175

### 6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1  Breakfast was the only meal *that / who / whose* I liked.
- 2  Old Trafford is the stadium *what / where / who* Manchester United play.
- 3  London is a city *where / which / who* has some great museums.
- 4  Coldplay is a group *which / who / whose* songs make me sad.
- 5  Benny Hill was an English comedian *that / which / who* my parents loved.

# Grammar

- guided discovery approach

## Modal and related verbs

- We use *must* and *have to* to talk about necessity. We often use *must* when we think something is necessary, and *have to* when it is a rule or a law.
- We use *mustn't*, *can't* and *may not* to talk about things that are not allowed.
- We use *should* and *ought to* to talk about duty, or to give advice.
- We use *can*, *could* and *may* to ask for permission.
- We use *can* and *could* to make requests.
- We use *can* to talk about possibility.
- We use *can/could* to talk about ability in the present/past.

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## 3D GRAMMAR



### QUIZ

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Grammar Reference and Practice > page 175

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- guided discovery approach

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- We use *should* and *ought to* to talk about advice.
- We use *can*, *could* and *may* to ask for permission.
- We use *can* and *could* to make requests.
- We use *can* to talk about possibility in the present and *could* to talk about possibility in the past.
- We use *can/could* to talk about ability.

Grammar Reference and Practice

## 3D GRAMMAR



### QUIZ

Things to **KNOW** before you **GO!**

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

### WATCH OUT!

We only use *must* in the present tense. In other tenses we use *have to*:

*We didn't **have to** wait long.*

*Will I **have to** share a room?*

We use *can* to talk about ability in the present and *could* to talk about ability in the past. In other tenses we use *be able to*.

*We **won't be able** to land in this weather.*

## Relative pronouns

### 3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- things? which and \_\_\_\_\_
- people? \_\_\_\_\_ and \_\_\_\_\_
- places? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- possessions? \_\_\_\_\_

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Grammar Reference and Practice > page 175

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# Grammar

## Grammar Reference and Practice



### Grammar Reference and Practice

#### 1A Present Simple and Present Continuous

Present Simple			
Affirmative		Negative	
I/You/We/They	like casual clothes.	I/You/We/They	do not (don't) like casual clothes.
He/She/It	likes casual clothes.	He/She/It	does not (doesn't) like casual clothes.

**Yes/No questions**  
Does he like casual clothes?

**Wh- questions**      **Subject questions**  
When do you wear casual clothes?      Who likes casual clothes?

We use the Present Simple to talk about:

- facts and general truths: *Water boils at 100 Celsius.*
- routines and habits: *We usually go to rock concerts.*

**Common time expressions used with the Present Simple:**  
*always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.*

Present Continuous					
Affirmative			Negative		
I	am ('m)		I	am not ('m not)	
You/We/They	are ('re)	dancing.	You/We/They	are not (aren't)	dancing.
He/She/It	is ('s)		He/She/It	is not (isn't)	

**Yes/No questions**  
Are you dancing?

**Wh- questions**      **Subject questions**  
Where are they dancing?      Who is dancing?

We use the Present Continuous for:

- actions happening right now: *I'm taking a selfie with my best friend.*
- temporary situations happening around now: *At the moment, she's preparing for the prom.*
- changing situations: *Superheroes are becoming more popular these days.*

**Common time expressions used with the Present Continuous:**  
*at the moment, now, this week, these days, at present.*

**State verbs**  
We use the Present Simple (not the Present Continuous) with state verbs such as:

- attitude verbs (describing feelings, emotions, preferences, etc.), e.g. *hate, like, love, prefer;*
  - mental/thinking verbs, e.g. *believe, know, need, remember, think, understand, want;*
  - sense/perception verbs, e.g. *feel, hear, see.*
- Some state verbs (e.g. *think, have, look*) can be used in the continuous form, but with a change in meaning:  
*Do you see what I mean? (understand)*  
*I am seeing my girlfriend tonight. (meet)*  
*She has a new dress. (own)*  
*I'm having a shower. (take)*

#### 1E Articles

We use **no article (a)**

- with plurals and uncountable nouns to talk about something/someone in general: *Susan reads a lot of books on modern design. I'm really into fashion.*
- with days, months, seasons, holidays, parts of the day: *Summer holidays in the United Kingdom start in July.*
- with continents and countries: *My parents are from Italy.*

**Exceptions:** *in the United Kingdom, in the United States, in the Netherlands, in The Hague*

We use **a/an**:

- before a singular countable noun: *Have you got a sister?*
- when we mention something/someone for the first time or to refer to any one of a kind or group: *I'm wearing a leather jacket.*
- with occupations: *I'm a shop assistant.*

We use **the**:

- to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean: *I like the colour of that dress. Who is the Queen of Denmark?*
- when we mention something/someone for the second time: *I'm wearing a leather jacket. The jacket looks great.*
- with the superlative forms of adjectives: *the best*
- with ordinal numbers: *the second*
- to refer to a period in time: *the 1960s*

#### 1 1A Complete the text using the verbs in brackets in the Present Simple or the Present Continuous tense.

From: Clare  
To: Dave

Hi Dave!

Guess what? I've won a fashion magazine competition! I <sup>1</sup> *am staying* (stay) in London now and I <sup>2</sup> \_\_\_\_\_ (work) as a trainee for a fashion magazine which <sup>3</sup> \_\_\_\_\_ (set) the trends. Sounds exciting, doesn't it? I usually <sup>4</sup> \_\_\_\_\_ (work) only four hours a day but this week it's London Fashion Week so we <sup>5</sup> \_\_\_\_\_ (work) full time.

Well, you know I <sup>6</sup> \_\_\_\_\_ (not work) on the texts at my job but I often <sup>7</sup> \_\_\_\_\_ (assist) with photo shoots. At the moment, we <sup>8</sup> \_\_\_\_\_ (design) the cover of next month's issue. The cover <sup>9</sup> \_\_\_\_\_ (show) a young girl in a floral dress. You wouldn't believe how many girls and women in the streets <sup>10</sup> \_\_\_\_\_ (wear) them now! My boss is an elderly man and his outfits are always very formal and elegant. He <sup>11</sup> \_\_\_\_\_ (never wear) casual clothes to work. But you should see him now - he <sup>12</sup> \_\_\_\_\_ (look) so overdressed in his designer silk suit!

That's all for now. <sup>13</sup> \_\_\_\_\_ (you/have) a good time in Barcelona now? Is it very hot out there?

Take care,  
Clare

#### 2 1A Tick the sentences which have the correct verb forms. Correct the ones which are wrong.

- I *am not understanding* teenage fashion these days.
- Look at that girl in light-green dress! She *seems* bored.
- I'm *seeing* this famous make-up artist today.
- I'm *thinking* of becoming a jewellery designer.
- I'm *having* a great idea - let's start a fashion blog!
- What are you *thinking* about my new designer jeans?
- I'm *knowing* the truth about her eyelashes. They are fake!
- Sonia *hates* going to fancy dress parties.

#### 3 1A Use the Present Continuous tense to describe trends. Write about the things in the box.

your hair    style of jeans    fashion blogs    clothes (price)    school parties

*My hair is getting longer and longer.*

#### 4 1E Choose the correct articles to complete the sentences.

<sup>1</sup> - / *The* people in <sup>2</sup> - / *the* Netherlands don't pay too much attention to their outfits. When they go out on <sup>3</sup> *a/the* weekday or at <sup>4</sup> *a / the* weekend, they like to dress casually. They usually wear <sup>5</sup> - / *the* jeans and <sup>6</sup> *a / the* cotton T-shirt, both in <sup>7</sup> - / *a* summer and winter. <sup>8</sup> - / *the* Dutch women rarely wear <sup>9</sup> - / *the* heels. They prefer <sup>10</sup> - / *the* flat shoes because comfort matters to them. <sup>11</sup> - / *the* most.

#### 5 1E Complete the text with: a, the or o (no article).

When Mr Hart entered <sup>1</sup> *the* classroom, everybody stopped talking. <sup>2</sup> \_\_\_\_\_ person we saw did not match <sup>3</sup> \_\_\_\_\_ image of <sup>4</sup> \_\_\_\_\_ typical teacher at West Hill School. Mr Hart, <sup>5</sup> \_\_\_\_\_ short man in his early 40s, was wearing <sup>6</sup> \_\_\_\_\_ linen patterned shirt and <sup>7</sup> \_\_\_\_\_ flared jeans, <sup>8</sup> \_\_\_\_\_ popular hippie outfit from <sup>9</sup> \_\_\_\_\_ mid-60s. Mark, <sup>10</sup> \_\_\_\_\_ bravest soul in class, couldn't help laughing. Mr Hart looked at <sup>11</sup> \_\_\_\_\_ amused student and said 'Lesson one: do not judge <sup>12</sup> \_\_\_\_\_ book by its cover'. And this was <sup>13</sup> \_\_\_\_\_ starting point of <sup>14</sup> \_\_\_\_\_ fascinating discussion about <sup>15</sup> \_\_\_\_\_ stereotypes and <sup>16</sup> \_\_\_\_\_ prejudices.

#### 6 1E Complete the quiz questions with the: a, the or o (no article). Then do the quiz. Check your answers at the bottom of the page.

## QUIZ

- Which city is *the* fashion capital of Europe?
  - Paris
  - Milan
  - both
- Who was famous for popularising 'little black dress' in 1920s?
  - Coco Chanel
  - Christian Dior
  - Carolina Herrera
- \_\_\_\_\_ first pair of Levi's jeans was sold in USA for:
  - \$ 6
  - \$ 60
  - \$ 100
- \_\_\_\_\_ kilt is \_\_\_\_\_ skirt worn by \_\_\_\_\_ men and it comes from:
  - England
  - Scotland
  - Canada



# Grammar

## Grammar Reference and Practice



### Grammar Reference and Practice

#### 1A Present Simple and Present Continuous

Present Simple			
Affirmative		Negative	
I/You/We/They	like casual clothes.	I/You/We/They	do not (don't) like casual clothes.
He/She/It	likes casual clothes.	He/She/It	does not (doesn't) like casual clothes.

Yes/No questions	
Does he like casual clothes?	
Wh- questions	Subject questions
When do you wear casual clothes?	Who likes casual clothes?

We use the Present Simple to talk about:

- facts and general truths: *Water boils at 100 Celsius.*
- routines and habits: *We usually go to rock concerts.*

**Common time expressions used with the Present Simple:**  
*always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.*

Present Continuous					
Affirmative			Negative		
I	am ('m)	dancing.	I	am not ('m not)	dancing.
You/We/They	are ('re)	dancing.	You/We/They	are not (aren't)	dancing.
He/She/It	is ('s)		He/She/It	is not (isn't)	

Yes/No questions	
Are you dancing?	
Wh- questions	Subject questions
Where are they dancing?	Who is dancing?

#### 1E Articles

We use **no article (a)**

- with plurals and uncountable nouns to talk about something/someone in general:  
*Susan reads a lot of books on modern design. I'm really into fashion.*
- with days, months, seasons, holidays, parts of the day:  
*Summer holidays in the United Kingdom start in July.*
- with continents and countries:  
*My parents are from Italy.*

**Exceptions:** *in the United Kingdom, in the United States, in the Netherlands, in The Hague.*

We use **a/an:**

- before a singular countable noun:  
*Have you got a sister?*
- when we mention something/someone for the first time or to refer to any one of a kind or group:  
*I'm wearing a leather jacket.*
- with occupations: *I'm a shop assistant.*

We use **the:**

- to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean:  
*I like the colour of that dress. Who is the Queen of Denmark?*
- when we mention something/someone for the second time:  
*I'm wearing a leather jacket. The jacket looks great.*
- with the superlative forms of adjectives: **the best**
- with ordinal numbers: **the second**
- to refer to a period in time: **the 1960s**

**1 1A Complete the text using the verbs in brackets in the Present Simple or the Present Continuous tense.**

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Hi Dave!

Guess what? I've won a fashion magazine competition! I <sup>1</sup> *am staying* (stay) in London now and I <sup>2</sup> *work* (work) as a trainee for a fashion magazine which <sup>3</sup> *is set* (set) in the trends. Sounds exciting, doesn't it? I usually <sup>4</sup> *work* (work) only four hours a day but this week it's London Fashion Week so we <sup>5</sup> *work* (work) full time.

Well, you know I <sup>6</sup> *don't work* (not work) on the texts at my job but I often <sup>7</sup> *assist* (assist) with photo shoots. At the moment, we <sup>8</sup> *are designing* (design) the cover of next month's issue. The cover <sup>9</sup> *shows* (show) a young girl in a floral dress. You wouldn't believe how many girls and women in the streets <sup>10</sup> *wear* (wear) them now! My boss is an elderly man and his outfits are always very formal and elegant. He <sup>11</sup> *never wears* (never wear) casual clothes to work. But you should see him now - he <sup>12</sup> *looks* (look) so overdressed in his designer silk suit!

That's all for now. <sup>13</sup> *Have you* (you/have) a good time in Barcelona now? Is it very hot out there?

Take care,  
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**2 1A Tick the sentences which have the correct verb forms. Correct the ones which are wrong.**

- I am not understanding teenage fashion these days.
- Look at that girl in light-green dress! She seems bored.
- I'm seeing this famous make-up artist today.
- I'm thinking of becoming a jewellery designer.
- I'm having a great idea - let's start a fashion blog!
- What are you thinking about my new designer jeans?
- I'm knowing the truth about her eyelashes. They are fake!
- Sonia hates going to fancy dress parties.

**3 1A Use the Present Continuous tense to describe trends. Write about the things in the box.**

your hair style of jeans fashion blogs clothes (price) school parties

*My hair is getting longer and longer.*

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<sup>1</sup> - / The people in <sup>2</sup> - / the Netherlands don't pay too much attention to their outfits. When they go out on <sup>3</sup> a / the weekday or at <sup>4</sup> a / the weekend, they like to dress casually. They usually wear <sup>5</sup> - / the jeans and <sup>6</sup> a / the cotton T-shirt, both in <sup>7</sup> - / a summer and winter. <sup>8</sup> - / the Dutch women rarely wear <sup>9</sup> - / the heels. They prefer <sup>10</sup> - / the flat shoes because comfort matters to them. <sup>11</sup> - / the most.

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# Grammar

- Grammar Reference and Practice

## Grammar Reference and Practice

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My boss is an elderly man and his outfits are always very formal and elegant. He <sup>11</sup> *never wears* (never wear) casual clothes to work. But you should see him now - he <sup>12</sup> *is looking* (look) so overdressed in his designer silk suit!  
That's all for now. <sup>13</sup> *Have you* (you/have) a good time in Barcelona now? Is it very hot out there?  
Take care,  
Clare

**6** Complete the quiz questions with the: *a, the* or *ø* (no article). Then do the quiz. Check your answers at the bottom of the page.

# QUIZ

- Which city is the fashion capital of \_\_\_\_\_ Europe?  
a Paris  
b Milan  
c both
- Who was famous for popularising \_\_\_\_\_ 'little black dress' in \_\_\_\_\_ 1920s?  
a Coco Chanel  
b Christian Dior  
c Carolina Herrera
- \_\_\_\_\_ first pair of Levi's jeans was sold in \_\_\_\_\_ USA for:  
a \$ 6  
b \$ 60  
c \$ 100
- \_\_\_\_\_ kilt is \_\_\_\_\_ skirt worn by \_\_\_\_\_ men and it comes from:  
a England  
b Scotland  
c Canada

laughing. Mr Hart looked at <sup>11</sup> \_\_\_\_\_ amused student and said 'Lesson one: do not judge <sup>12</sup> \_\_\_\_\_ book by its cover'. And this was <sup>13</sup> \_\_\_\_\_ starting point of <sup>14</sup> \_\_\_\_\_ fascinating discussion about <sup>15</sup> \_\_\_\_\_ stereotypes and <sup>16</sup> \_\_\_\_\_ prejudices.



**Grammar video**

**07**  **GRAMMAR**

**Present Perfect**

# Use of English

## 01 Revision

### VOCABULARY AND GRAMMAR

- 1 Complete the text with the words from the box. There is one extra word.
- best close cousins divorced friendship husband kids niece single uncles widow

#### My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her <sup>1</sup>husband's name is Calvin. They've got two lovely little <sup>2</sup>\_\_\_\_ - my nephew Paul and my <sup>3</sup>\_\_\_\_ Penny. My parents have lots of brothers and sisters and my aunts and <sup>4</sup>\_\_\_\_ have lots of children. I've got nineteen <sup>5</sup>\_\_\_\_ I've got five or six <sup>6</sup>\_\_\_\_ friends but Mattie is my <sup>7</sup>\_\_\_\_ friend. Our <sup>8</sup>\_\_\_\_ is very important to me. Mattie's dad died, so her mum is a <sup>9</sup>\_\_\_\_. It's not easy being a <sup>10</sup>\_\_\_\_ mother but Mattie helps her a lot.

- 2 Complete the sentences with personality adjectives.

- 1 Aunt Jenny always gives us great birthday presents. She's very **generous**.
- 2 Bill spends hours looking at himself in the mirror. He's really **v**\_\_\_\_\_.
- 3 Rebecca isn't polite. She shouts a lot and never listens to other people. She's **r**\_\_\_\_\_.
- 4 Neil is really **s**\_\_\_\_\_ with girls. His face goes red and he can't speak.
- 5 Talk to Harry if you have a problem with your homework. He's kind and **h**\_\_\_\_\_.
- 6 Simon only thinks of himself. He doesn't care about other people. He's very **s**\_\_\_\_\_.

- 3 Choose the correct forms to complete the sentences.

- 1 Do you **know** / **Are you knowing** what time it is?
- 2 Hello? Do you **listen** / **Are you listening** to me? It's very important.
- 3 John **always comes** / **is coming** for lunch on Sundays.
- 4 Let's go out. It **doesn't rain** / **isn't raining** now.
- 5 This butter **smells** / **is smelling** bad. Throw it out.
- 6 This month at school we **study** / **are studying** the present tenses.
- 7 We **don't visit** / **are not visiting** our grandparents very often because they **live** abroad.

- 4 Complete the conversation with the correct form of the verbs in brackets.

- A My sister Lily <sup>1</sup>spends (spend) most of her time in bed. She <sup>2</sup>\_\_\_\_ (not go) out with friends and she never <sup>3</sup>\_\_\_\_ (go) to school.
- B <sup>4</sup>\_\_\_\_ (she/suffer) from an illness at the moment?
- A No, she <sup>5</sup>\_\_\_\_.
- B What <sup>6</sup>\_\_\_\_ (she/do) now?
- A She <sup>7</sup>\_\_\_\_ (drink) milk. She <sup>8</sup>\_\_\_\_ (love) milk.
- B <sup>9</sup>\_\_\_\_ (you/ever/worry) about her?
- A No, we <sup>10</sup>\_\_\_\_.
- B Why not?
- A Because Lily is only six months old!

- 5 Choose the correct pronouns to complete the sentences.



No, **anybody** / **nobody** / **somebody** knows I'm a dog.

- 1 Sometimes I feel that I don't know **anything** / **nothing** / **something**.
- 2 Don't worry - **anyone** / **everyone** / **no one** makes mistakes.
- 3 I want to go **anywhere** / **everywhere** / **somewhere** new and exciting.
- 4 Hello? Is there **anyone** / **everyone** / **no one** here?
- 5 This is weird - there are spiders **anywhere** / **everywhere** / **nowhere**!

- 6 Complete the sentences with the correct reflexive pronouns.

- 1 He's only three but he gets dressed by **himself**.
- 2 It turns **off** after ten seconds to save energy.
- 3 **Myself** is a lot better than **me**.
- 4 We're learning French by **ourselves** with a phone app.

### USE OF ENGLISH

- 7 Choose the correct words a-d to complete the text.

#### STRATEGY | Multiple choice cloze

When you are choosing the correct options to complete the text, look at the words before and after the gaps. They give you clues about which option is correct. Look for linkers, pronouns, adjectives and adverbs.

We often invite Marek and Alison <sup>1</sup>\_\_\_\_ dinner. They always <sup>2</sup>\_\_\_\_ us beautiful gifts. We get <sup>3</sup>\_\_\_\_ very well with them. Alison and Jane spend a lot of <sup>4</sup>\_\_\_\_ together and Marek <sup>5</sup>\_\_\_\_ the same football team as I do. He's Polish but he <sup>6</sup>\_\_\_\_ English at night school. He speaks English very well. He doesn't usually make many <sup>7</sup>\_\_\_\_. But sometimes he can't find the <sup>8</sup>\_\_\_\_ word and he <sup>9</sup>\_\_\_\_ up the two languages. He likes living here. He says it's easy to make friends <sup>10</sup>\_\_\_\_ people.

- 1 a at b in c to d out  
2 a bring b have c make d take  
3 a down b in c on d up  
4 a contacts b feelings c money d time  
5 a 's collecting b collects c 's supporting d supports  
6 a 's learning b learns c 's speaking d speaks  
7 a homework b mistakes c speeches d words  
8 a last b nice c normal d right  
9 a makes b mixes c speaks d thinks  
10 a for b from c to d with

Use of English > page 184

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## Use of English

### Unit 1

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 This is a fantastic party. My friends and I like it very much. **ENJOYING**  
This is a fantastic party. My friends and I **are enjoying** it very much.
- 2 Betty's homework is always without a single mistake. **MAKE**  
Betty \_\_\_\_\_ mistakes in her homework.
- 3 My opinion is not the same as yours. **NOT**  
I \_\_\_\_\_ with you.
- 4 Keith has his home at his parents' house at the moment because he's looking for a new flat. **LIVING**  
Keith \_\_\_\_\_ with his parents at the moment because he's looking for a new flat.
- 5 Listen! There's a very loud argument between Keira and her mum. **ARGUING**  
Listen! Keira and her mum \_\_\_\_\_ very loudly.
- 6 We don't need anybody's help to install apps on our phones. **BY**  
We can install apps on our phones \_\_\_\_\_.
- 7 Susan is very friendly. All the people like her. **EVERYBODY**  
Susan is very friendly, \_\_\_\_\_ her.
- 8 People in my class aren't interested in mountain biking. **NOBODY**  
In my class, \_\_\_\_\_ interested in mountain biking.

- 2 Choose the correct words a-c to complete the texts.

- 1 Mum, can I \_\_\_\_\_ late tonight? I want to go to a concert in the park.  
a stay out b sleep over c be into
- 2 If you want to learn how to give an interesting and funny \_\_\_\_\_, come to our workshop next Wednesday at 3 p.m.  
a mistake b speech c advice
- 3 My parents have a great relationship. They spend a lot of time together and always \_\_\_\_\_ their feelings and opinions.  
a share b tell c hug
- 4 We're open all year, so why not pay us a \_\_\_\_\_ during the winter months?  
a banknote b visit c call

### Unit 2

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

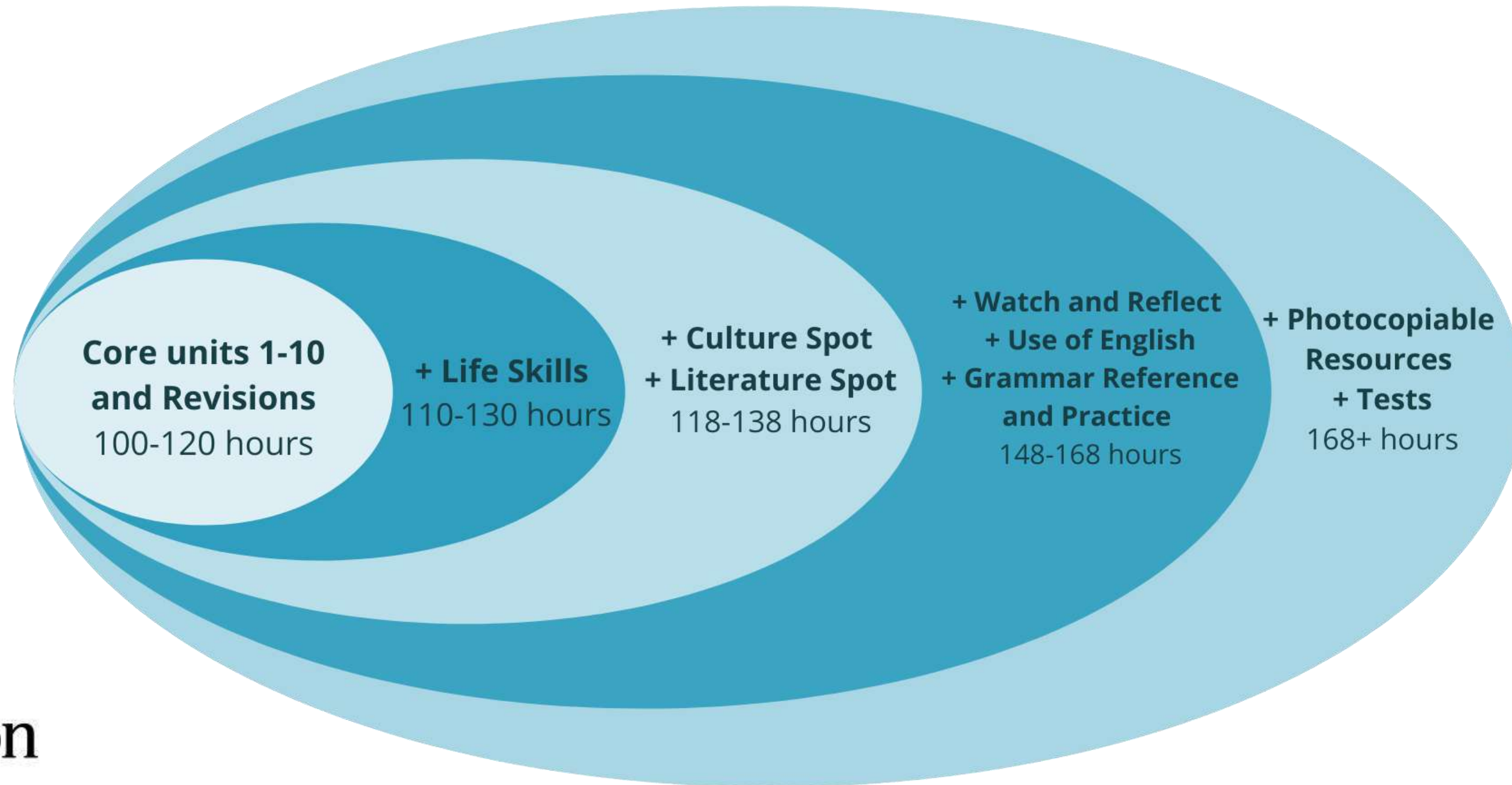
- 1 When Tanya started secondary school, she wasn't a fan of Physics.  
When Tanya started secondary school, she **did not like** Physics.
- 2 She didn't listen to the teacher in Physics classes.  
She \_\_\_\_\_ attention in Physics classes.
- 3 She often skipped Physics classes.  
She \_\_\_\_\_ skip Physics classes.
- 4 She never took any notes in Physics lessons.  
She \_\_\_\_\_ to take any notes in Physics lessons.
- 5 One day, Tanya did a Physics experiment without the teacher's help.  
The teacher \_\_\_\_\_ Tanya to do her Physics experiment.
- 6 Tanya's experiment went well.  
Tanya's experiment \_\_\_\_\_ wrong.
- 7 After that Tanya finally started participating in Physics classes.  
After that Tanya finally started taking \_\_\_\_\_ Physics classes.

- 2 Choose the correct words a-c to complete the text.

Well, my first day at school is over. We <sup>1</sup>\_\_\_\_ here just a couple of days ago and I <sup>2</sup>\_\_\_\_ anybody before starting at the new school. Luckily, the people in my class <sup>3</sup>\_\_\_\_ very friendly. A girl called Karen <sup>4</sup>\_\_\_\_ me around the school. I <sup>5</sup>\_\_\_\_ particularly interested to see the gym because I'm keen on sport, especially cycling. When I was a child, I <sup>6</sup>\_\_\_\_ part in many cycling races. During one of the races I even <sup>7</sup>\_\_\_\_ the school champion and <sup>8</sup>\_\_\_\_ a gold medal! But I <sup>9</sup>\_\_\_\_ the school record, so I was a bit disappointed. Karen told me that my new school is organising a cycling race this spring and I really want to <sup>10</sup>\_\_\_\_ in it.

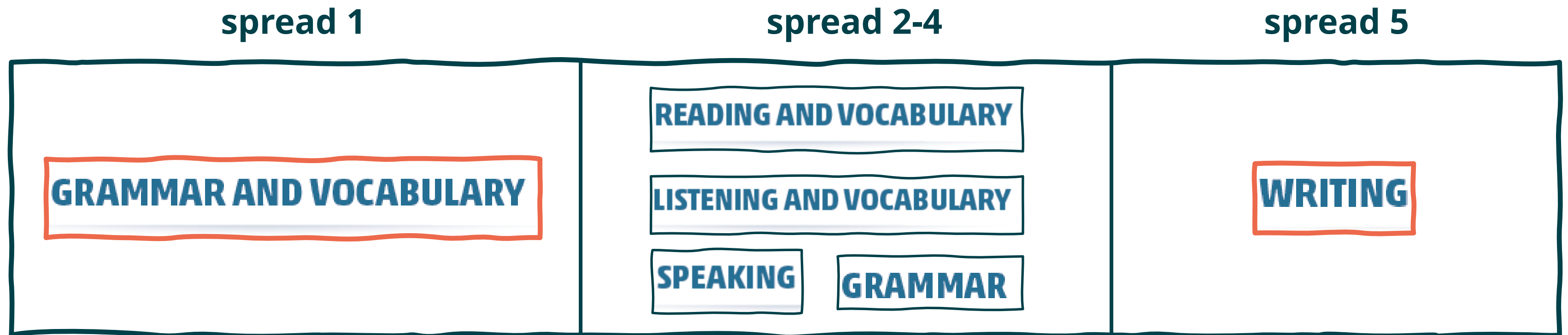
- 1 a used to move b didn't move c moved  
2 a didn't know b didn't use to know c knew  
3 a weren't b was c were  
4 a didn't show b used to show c showed  
5 a wasn't b was c were  
6 a used to take b didn't use to take c take  
7 a beat b won c drew  
8 a broke b scored c won  
9 a didn't break b didn't use to break c didn't beat  
10 a play b participate c part

# Flexible Lesson Plan



# Flexible Unit Structure

- **10 units**, each unit = 10 pages
- revision after each unit (2 pages)



# Unit structure

# 01

## Close to you

**VOCABULARY** Family and friends, personality, language learning

**GRAMMAR**  
**SPEAKING**  
**WRITING**  
**VIDEO**

### 1B READING AND VOCABULARY

- 1 **SPEAKING** In groups, look at the photo on page 7 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

“A friend is someone who knows all about you and still loves you.  
*Eliot Hubbard (American writer)*”

“Friendship isn't a big thing, it's a million little things.  
*Anonymous*”

“I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.  
*Plutarch (Greek biographer)*”

“The only way to have a friend is to be one.  
*Ralph Waldo Emerson (American poet)*”

- 2 Read the article quickly. What does the author do?

- a She tells a story about two women in a café.
- b She describes her friends.
- c She tries to define what a friend is.
- d She gives advice on how to make friends.

- 3 Read the article again and match headings A-I with paragraphs 1-8. There is one extra heading.

- A A helping hand
- B Closer than close
- C Similar to ourselves
- D How to keep it going
- E If you like me, I like you
- F An example of friendship
- G Let's get the party started!
- H It's fantastic but what is it?
- I When is a friend not a friend?

- 4 Read the article again and complete the notes with 1-3 words in each gap.

- 1 Psychologists believe that people who wear glasses often stay close together.
- 2 If someone you meet wants to be friends, you often want to \_\_\_\_\_ with them.
- 3 According to the text, it's not easy to find \_\_\_\_\_.
- 4 Online contacts may not actually be \_\_\_\_\_.
- 5 It's important to \_\_\_\_\_ if you want to stay friends with someone who lives abroad.

- 6  I can understand the main topic in an article and talk about it.

## LEO'S PHOTO BLOG

9 a.m. It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.

My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!

2 p.m. Nathan is Joe's cousin. He comes from New York. He says he doesn't like speaking in public but he's making a really funny speech.

4 p.m. The children are eating the delicious cake.

### 1A GRAMMAR AND VOCABULARY

- 1 **SPEAKING** In pairs, ask and answer the questions.  
1 What kind of things do you like taking photos of?  
2 How do you share photos with your friends and family?
- 2 **THINK BACK** In pairs, look at Leo's photo blog. Say who

- 6 **1.2** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.  
Agnes How <sup>are</sup> the kids *doing* (do) at school this year?  
Jane They <sup>'re</sup> (do) really well. I'm so happy!

## THE GREATEST GIFT OF LIFE

### 1C VOCABULARY | Family, personality

- 1 Complete the fragments from Chloe's diary with the family words from the box. Then in pairs, use the words to talk about people you know.

adopted divorced half-sister single mother stepfather twin widow/widower

Ian's parents aren't together anymore, they're <sup>'s</sup> divorced, but now Ian has a new family. Jude is his <sup>'s</sup> (his mum's new husband). Ian's mum and Jude have a baby daughter, Kelly. She's his <sup>'s</sup>.

Madge has got an identical <sup>'s</sup> sister called Meg. Meg is a <sup>'s</sup> (her husband's dead) and she has two <sup>'s</sup> children. It's not easy being a <sup>'s</sup> but Madge helps her a lot.

- A My friend Dell's parents are divorced.
- B My grandmother has a twin sister.

- 2 Read the descriptions from Chloe's diary below. Which people do the photos show?

- 3 Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral. Then add more personality adjectives to the box.

bossy generous gentle helpful kind nervous rude selfish shy strict sweet vain

- 4 In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.

- A You're helpful and kind.
- B Thanks a lot! You're a bit shy.
- A No, I don't agree. I'm nervous but I'm not shy.

- 1 My uncle Mark isn't very generous. He buys himself lots of things but he never remembers my birthday. I think he's selfish and rude.
- 2 My stepmother is kind and helpful but she's really nervous. She talks to herself when she's doing something difficult.
- 3 My stepfather is a bit bossy - he's always telling me what to do. He's strict, too - he never lets me do anything I want to do. And he's really vain - he looks at himself in the mirror when he's driving!
- 4 Meg's daughter Rose loves to be by herself. She's gentle and shy but I like her. She's sweet.

- 8  I can describe my family using personality adjectives and talk about them.

# 01

### 1D GRAMMAR

- 1  2 

### 1F SPEAKING

- 1 What do you usually talk about when you meet someone for the first time? Discuss in pairs.
- 2 Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.  
Evan sits next to a girl at his cousin's wedding. He doesn't
- 6 **1.10** Watch or listen to Part 2 of the conversation. Is Cait's meeting with the guy a success?
- 7 **1.11** Reply to the statements below with echo questions from the Speaking box. Listen and check.  
1 I've got a twin sister. Have you?

### 1G WRITING AND VOCABULARY | An informal email of introduction

- 1 Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.
- 2 In pairs, look at the photos. Does Varese look like an interesting place to visit? Say why.
- 3 Read the email and answer the questions in pairs.  
1 What's the relationship between Lorenzo and Martin?  
2 Why is Lorenzo writing to him?  
3 When is Martin planning to visit?  
4 Do Martin and Lorenzo have anything in common?  
5 What is happening in Lorenzo's life at the moment?  
6 What does Lorenzo say about his family?  
7 What information does he give about Varese?  
8 Which two things does Lorenzo tell Martin to bring?
- 4 Look at the email again. In which order does Lorenzo write about these things?  
 age  favourite school subject  interests  
 parents/family  personality  recent news  
 school  the town/region

- 5 Study the Writing box and find the expressions from the box in Lorenzo's email.  
**WRITING | An informal email of introduction**  
**Paragraph 1**  
Greet your friend and thank him/her for his/her email. How are you?  
I hope you're well.  
Thanks for your (nice) email.  
**Paragraph 2**  
Introduce yourself and mention recent news: I'm in the first/last year of high school. I'm into/I'm interested in/I'm a big fan of skiing. My favourite subject/singer/team is... I'd like to study at university/become a singer. People say I'm sweet/bossy/... I'm working on/revising for ... at the moment.  
**Paragraph 3**  
Mention your family and where you live: My sister Edina is studying in England. We live in an apartment/small house in the suburbs/town centre/countryside.
- 6 Find examples of *so* and *because* in Lorenzo's email. Then choose the correct words in the sentences below.  
1 I love animals, *so* / *because* I think I'd like to become a vet in the future.  
2 I'm really excited *so* / *because* I'm starting driving lessons!  
3 We're decorating the apartment at the moment, *so* / *because* I'm sleeping in the living room.  
4 Brighton is a university town, *so* / *because* it's a great place for nightlife.  
5 Bring a lot of light clothes *so* / *because* Istanbul can be really hot in May.
- 7 In groups, study the list in the box and agree on three good reasons for a visitor to come to your town/region. buildings countryside culture food nightlife people shops sports and leisure  
*There aren't many interesting buildings here but the countryside is fantastic.*
- 8 When you welcome a visitor to your home, you are the host and your visitor is a guest. In pairs, decide who does these things: the host, the guest, or both?  
arrange the visit give you a gift/some flowers introduce you to his/her family invite you to dinner offer you a drink pay you a visit ring the doorbell say hello show you round the house/town talk about their trip

- Both the host and the guest arrange the visit.
- 9 **REFLECT | Culture** In pairs, answer the questions. Then compare your answers with other pairs.  
1 What kind of gifts do guests bring when visiting people in their homes for the first time?  
2 What's a good gift from your country for a host in another country?  
3 What can you do and where can you go when you have a guest from another country in your home?
- 10 **WRITING TASK** Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.  
your school your hobbies/interests your personality your family recent news your hometown and things to do there

### WATCH OUT!



### 1E LISTENING AND VOCABULARY

- 1 **SPEAKING** In pairs, ask and answer the questions.  
1 How many languages do you speak? Which ones?  
2 Which languages would you like to learn? Why?  
3 At what age do children in your country start learning a foreign language? Is it the right age in your opinion?  
4 Is it a good idea for parents to speak a foreign language with their kids? Say why.

- 2 You are going to listen to an interview with trilingual teenagers. Read questions 1-3 and match them with the kind of information from the box that you need to answer them.

- a date  a number  a place  a time
- someone's name  the name of a language

- 1 How old are David and Anna?
- 2 Where do they live?
- 3 Which languages do they speak?

- 3 **1.5** Listen to Part 1 of the interview and answer questions 1-3 in Exercise 2.

- 4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!  
A I don't always read the question before I listen.  
B When I don't understand something, I usually stop listening.

### ACTIVE LISTENING | Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question - a number, a place, a date, etc.
- Don't worry if you don't understand everything - you can get the key details even if you don't understand every word.

- 5 **1.6** Listen to Part 2 of the interview and answer questions 4-6.

- 1 Anna and David are friends.

- a speak
- b are friends
- c have
- d share

- 2 Anna and David are friends.

- a he does
- b she does
- c she reads

- 3 David and Anna are friends.

- a they speak
- b they are friends
- c they share

- 4 When David and Anna speak, they use their languages.

- a use
- b have
- c change

- 5 David and Anna are friends.

- 1 Do you speak English?
- 2 Would you like to learn a new language?
- 3 Do you speak any other languages?
- 4 Is your family big?
- 5 Why do you like learning languages?
- 6 What are your hobbies?
- 7 What do you do in your free time?
- 8 Do you use English in your daily life?





# Unit structure

## Word List

### REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Which preposition completes these sentences?

- 1 We definitely have something \_\_\_\_\_ common: we both love sport.
- 2 I'm interested \_\_\_\_\_ mountain biking.
- 3 He says he doesn't like speaking \_\_\_\_\_ public.

- 3 Which verb from the word list completes these phrases?

- |                        |
|------------------------|
| _____ friends a speech |
| _____ a mistake        |
| _____ married          |
| _____ on well with sb  |

- 4 Complete the sentences with the correct verbs. Then check with the word list.

- 1 My friends can always \_\_\_\_\_ on me.
- 2 It's cold outside, so please \_\_\_\_\_ on a warm sweater.
- 3 How does Leo \_\_\_\_\_ on with his older sister?
- 4 The team is \_\_\_\_\_ on a new project at the moment.

### ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

### 1A GRAMMAR AND VOCABULARY

#### 5.1

- agree (v) /ə'grɪ/
- argue about sth /ɑːɡju əbaʊt smɪŋ/
- at the moment /æt ðə 'məʊmənt/
- aunt (n) /aʊnt/
- best man (n) /best 'mæn/
- boyfriend (n) /'bɔɪfrɛnd/
- bride (n) /brɑɪd/
- cake (n) /keɪk/
- chicken soup (n) /'tʃɪkən 'su:p/
- come from /kʌm frɒm/
- couple (n) /kʌpl/
- cousin (n) /'kʌzɪn/
- delicious (adj) /dɪ'lɪʃəs/
- exchange rings /ɪks'tʃeɪndʒ 'rɪŋz/
- fact (n) /fækt/
- family gathering (n) /fæmɪli 'gæθərɪŋ/
- fast (v) /fɑːst/
- funny (adj) /'fʌni/
- get married /get 'mæriəd/
- gift (n) /ɡɪft/
- girlfriend (n) /'gɜːlfrend/
- give/make a speech /ɡɪv/ 'meɪk ə 'spi:tʃ/
- groom (n) /groom/
- guest (n) /ɡest/
- hardly ever /'hɑːdli 'evə/
- hobby (n) /'hɒbi/
- I don't mind /aɪ daʊnt 'maɪnd/
- invitation (n) /ɪn'vɪtəʃən/
- invite guests /ɪn'vaɪt 'ɡests/
- look beautiful /lʊk 'bjʊtɪfəl/
- most days /məʊst 'deɪz/
- nephew (n) /'neɪjuː/
- newlyweds (n) /'njuːlɪwɛdz/
- niece (n) /niːs/
- perfect (adj) /pɜːfɪkt/
- photo blog (n) /'fəʊtəʊ 'blɒɡ/
- put on /pʊt 'ɒn/
- share photos with sb /ʃeə 'fəʊtəʊz wɪθ 'sʌmbədi/
- speak in public /spiːk ɪn 'pʌblɪk/
- special occasion /speʃəl ə'keɪʃən/
- stay with sb /steɪ wɪθ 'sʌmbədi/
- study (v) /stʌdi/
- take photos/photographs /teɪk 'fəʊtəʊz/ 'fəʊtə'græfz/
- taste (v) /teɪst/

- these days /ðɪz 'deɪz/
- tie (n) /taɪ/
- to be honest /tu bi 'ɒnɪst/
- trainers (n) /'treɪnəz/
- uncto (n) /'ʌŋktə/
- wear (v) /weə/
- wedding (n) /'wedɪŋ/
- wedding dress (n) /'wedɪŋ dres/
- wedding reception (n) /'wedɪŋ rɪ'seɪʃən/
- ### 1B READING AND VOCABULARY
- #### 5.2
- a friend in need is a friend indeed /ə frɛnd ɪn 'niːd ɪz ə frɛnd ɪn 'ɪdiːd/
- acquaintance (n) /ə'kwæɪntəns/
- appear (v) /ə'piə/
- background (n) /'bækgraʊnd/
- be open with sb /bi 'əʊpən wɪθ 'sʌmbədi/
- be yourself /bi 'jɜːrself/
- best friend /best 'frɛnd/
- classmate (n) /'klɑːsmet/
- close/good friend /klaʊs/ 'ɡʊd 'frɛnd/
- companion (n) /kəm'pænjən/
- contact (n) /kən'tækt/
- fake (adj) /feɪk/
- friendship (n) /'frɛndʃɪp/
- fun (n) /fʌn/
- gently (adv) /dʒen'tli/
- get on (well) with sb /get ɒn ('wel) wɪθ 'sʌmbədi/
- give advice /ɡɪv əd'vɪs/
- hand (v) /hænd/
- helping hand /'helprɪŋ 'hænd/
- identity (n) /aɪ'dentəti/
- interest (n) /'ɪntrɪst/
- keep in touch /kiːp ɪn 'tʌtʃ/
- keep sth going /kiːp smɪŋθɪŋ 'ɡəʊɪŋ/
- let sb down /let 'sʌmbədi 'daʊn/
- lifetime (n) /'laɪftaɪm/
- make friends with sb /meɪk 'frɛnz wɪθ 'sʌmbədi/
- nationality (n) /nə'ʃənələti/
- nod (v) /nɒd/
- opinion (n) /ə'pɪnjən/
- opposites attract /ə'pɒzɪts ə'trækt/
- personality (n) /pɜːsənəli/
- physical appearance (n) /fɪzɪkəl ə'piərəns/
- pretend (v) /prɪ'tend/

- proverb
- psychic
- rely on
- share
- you
- similar
- sleep on
- social
- spend
- stay out
- survive
- tissue
- trouble
- turn you
- ### 1C VO
- adopted
- app (n)
- bassy (a)
- by yours
- divorced
- generous
- gentle (a)
- half-sist
- helpful
- install (v)
- kind (adj)
- let sb do
- mirror (n)
- nervous
- prefer (v)
- rude (adj)
- selfish (a)
- shy (adj)
- single m
- stepfath
- strict (adj)
- sweet (a)
- switch o
- twain (n)
- vain (adj)
- widow (n)
- ### 1D GR
- memo (n)
- politics

## 01 Revision

### VOCABULARY AND GRAMMAR

- 1 Complete the text with the words from the box. There is one extra word.

best close cousins divorced friendship husband kids niece single under widow

#### My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her <sup>1</sup>husband's name is Calvin. They've got two lovely little <sup>2</sup>\_\_\_\_\_ - my nephew Paul and my <sup>3</sup>\_\_\_\_\_ Penny. My parents have lots of brothers and sisters and my aunts and <sup>4</sup>\_\_\_\_\_ have lots of children. I've got nineteen <sup>5</sup>\_\_\_\_\_! I've got five or six <sup>6</sup>\_\_\_\_\_ friends but Mattie is my <sup>7</sup>\_\_\_\_\_ friend. Our <sup>8</sup>\_\_\_\_\_ is very important to me. Mattie's dad died, so her mum is a <sup>9</sup>\_\_\_\_\_. It's not easy being a <sup>10</sup>\_\_\_\_\_ mother but Mattie helps her a lot.

- 2 Complete the sentences with personality adjectives.

- 1 Aunt Jenny always gives us great birthday presents. She's very \_\_\_\_\_.
- 2 Bill spends hours looking at himself in the mirror. He's really v\_\_\_\_\_.
- 3 Rebecca isn't polite. She shouts a lot and never listens to other people. She's r\_\_\_\_\_.
- 4 Neil is really s\_\_\_\_\_ with girls. His face goes red and he can't speak.
- 5 Talk to Harry if you have a problem with your homework. He's kind and h\_\_\_\_\_.
- 6 Simon only thinks of himself. He doesn't care about other people. He's very s\_\_\_\_\_.

- 3 Choose the correct forms to complete the sentences.

- 1 Do you know / Are you knowing what time it is?
- 2 Hello? Do you listen / Are you listening to me? It's very important.
- 3 John always comes / is coming for lunch on Sundays.
- 4 Let's go out. It doesn't rain / isn't raining now.
- 5 This butter smells / is smelling bad. Throw it out.
- 6 This month at school we study / are studying the present tenses.
- 7 We don't visit / are not visiting our grandparents very often because they live abroad.

- 4 Complete the conversation with the correct forms of the verbs in brackets.

- A My sister Lily <sup>1</sup>spends (spend) most of her time in bed. She <sup>2</sup>\_\_\_\_\_ (not go) out with friends and she never <sup>3</sup>\_\_\_\_\_ (go) to school.
- B <sup>4</sup>\_\_\_\_\_ (she/suffer) from an illness at the moment?
- A No, she <sup>5</sup>\_\_\_\_\_.
- B What <sup>6</sup>\_\_\_\_\_ (she/do) now?
- A She <sup>7</sup>\_\_\_\_\_ (drink) milk. She <sup>8</sup>\_\_\_\_\_ (love) milk.
- B <sup>9</sup>\_\_\_\_\_ (you/ever/worry) about her?
- A No, we <sup>10</sup>\_\_\_\_\_.
- B Why not?
- A Because Lily is only six months old!

- 5 Choose the correct pronouns to complete the sentences.



No, anybody / nobody / somebody knows I'm a dog.

- 1 Sometimes I feel that I don't know anything / nothing / something.
- 2 Don't worry - anyone / everyone / no one makes mistakes.
- 3 I want to go anywhere / everywhere / somewhere new and exciting.
- 4 Hello? Is there anyone / everyone / no one here?
- 5 This is weird - there are spiders anywhere / everywhere / nowhere!

- 6 Complete the sentences with the correct reflexive pronouns.

- 1 He's only three but he gets dressed by himself.
- 2 It turns \_\_\_\_\_ off after ten seconds to save energy.
- 3 They take a lot of photos of \_\_\_\_\_.
- 4 We're learning French by \_\_\_\_\_ with a phone app.

### USE OF ENGLISH

- 7 Choose the correct words a-d to complete the text.

#### STRATEGY | Multiple choice cloze

When you are choosing the correct options to complete the text, look at the words before and after the gaps. They give you clues about which option is correct. Look for linkers, pronouns, adjectives and adverbs.

We often invite Marek and Alison <sup>1</sup>\_\_\_\_\_ dinner. They always <sup>2</sup>\_\_\_\_\_ us beautiful gifts. We get <sup>3</sup>\_\_\_\_\_ very well with them. Alison and Jane spend a lot of <sup>4</sup>\_\_\_\_\_ together and Marek <sup>5</sup>\_\_\_\_\_ the same football team as I do. He's Polish but he <sup>6</sup>\_\_\_\_\_ English at night school. He speaks English very well. He doesn't usually make many <sup>7</sup>\_\_\_\_\_. But sometimes he can't find the <sup>8</sup>\_\_\_\_\_ word and he <sup>9</sup>\_\_\_\_\_ up the two languages. He likes living here. He says it's easy to make friends <sup>10</sup>\_\_\_\_\_ people.

- |                   |            |                 |            |
|-------------------|------------|-----------------|------------|
| 1 a at            | b in       | c to            | d out      |
| 2 a bring         | b have     | c make          | d take     |
| 3 a down          | b in       | c on            | d up       |
| 4 a contacts      | b feelings | c money         | d time     |
| 5 a 's collecting | b collects | c 's supporting | d supports |
| 6 a 's learning   | b learns   | c 's speaking   | d speaks   |
| 7 a homework      | b mistakes | c speeches      | d words    |
| 8 a last          | b nice     | c normal        | d right    |
| 9 a makes         | b mixes    | c speaks        | d thinks   |
| 10 a for          | b from     | c to            | d with     |

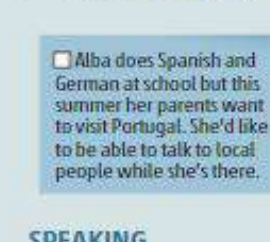
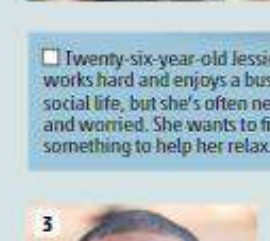
Use of English > page 184

### READING

- 8 Read the text and match people 1-4 with most suitable offers A-F. There are two extra offers.

#### STRATEGY | Multiple matching

In this task you need to match descriptions of people with different texts. Start by reading the descriptions and underlining important information. Then do the same with the texts.



1  Guy is a big sports fan. He's into mountain biking and marathon running. He's interested in trying some more extreme sports during the spring break.

2  Twenty-six-year-old Jessica works hard and enjoys a busy social life, but she's often nervous and worried. She wants to find something to help her relax.

3  Nineteen-year-old Rudy is very shy. He'd like to meet some new people. He's interested in history and loves walking in the countryside.

4  Alba does Spanish and German at school but this summer her parents want to visit Portugal. She'd like to be able to talk to local people while she's there.

#### A A week in the past

Join the Bristol Archaeology Club on our spring camping trip to a 2,000-year-old Roman villa. You can help discover the secrets of the past, make new friends and enjoy the beautiful scenery of the Cotswolds. Open to young people 16-26.

#### B Dance the day away

Learn to dance Brazilian samba, Spanish sevillanas, Cuban salsa and more in one crazy day. It's not easy but if you want to have fun and push your body and your mind, then join us at WorldDanceDay. All ages welcome.

#### C Native speaker wanted

I'm a nineteen-year-old bilingual Chinese/Portuguese student and I'd like to exchange conversation classes with a native English speaker. You can learn one (or both!) of my languages if you help me improve my English. Contact Amber on 030653287.

#### D Study languages abroad

It's time to perfect your language skills and to learn what it's like to live in another country. Contact InterComEx - four hours of language classes every morning, fun activities and super-friendly families in France, Germany, Italy and Spain.

#### E Adventure time

Do you enjoy pushing your body to its limits? Do you find it relaxing to take risks? Then come to the Avalon Adventure Camp in northeast Portugal. Mountain climbing, whitewater rafting, paragliding, triathlon training and lots more.

#### F Chinese chillout

Qigong is an ancient form of Chinese yoga that is more than 4,000 years old. You learn to breathe, to stand and to sit and you do exercises to be healthy, to feel good and to find calm and quiet inside yourself.

### WRITING

- 10 Read the fragment of an email from Dean, an exchange student from Ireland.

I'm really looking forward to visiting you for the first time and to meeting you in person. But do you think you could write back telling me more about you, your friends and your school?

Write a letter answering Dean's questions.

### SPEAKING

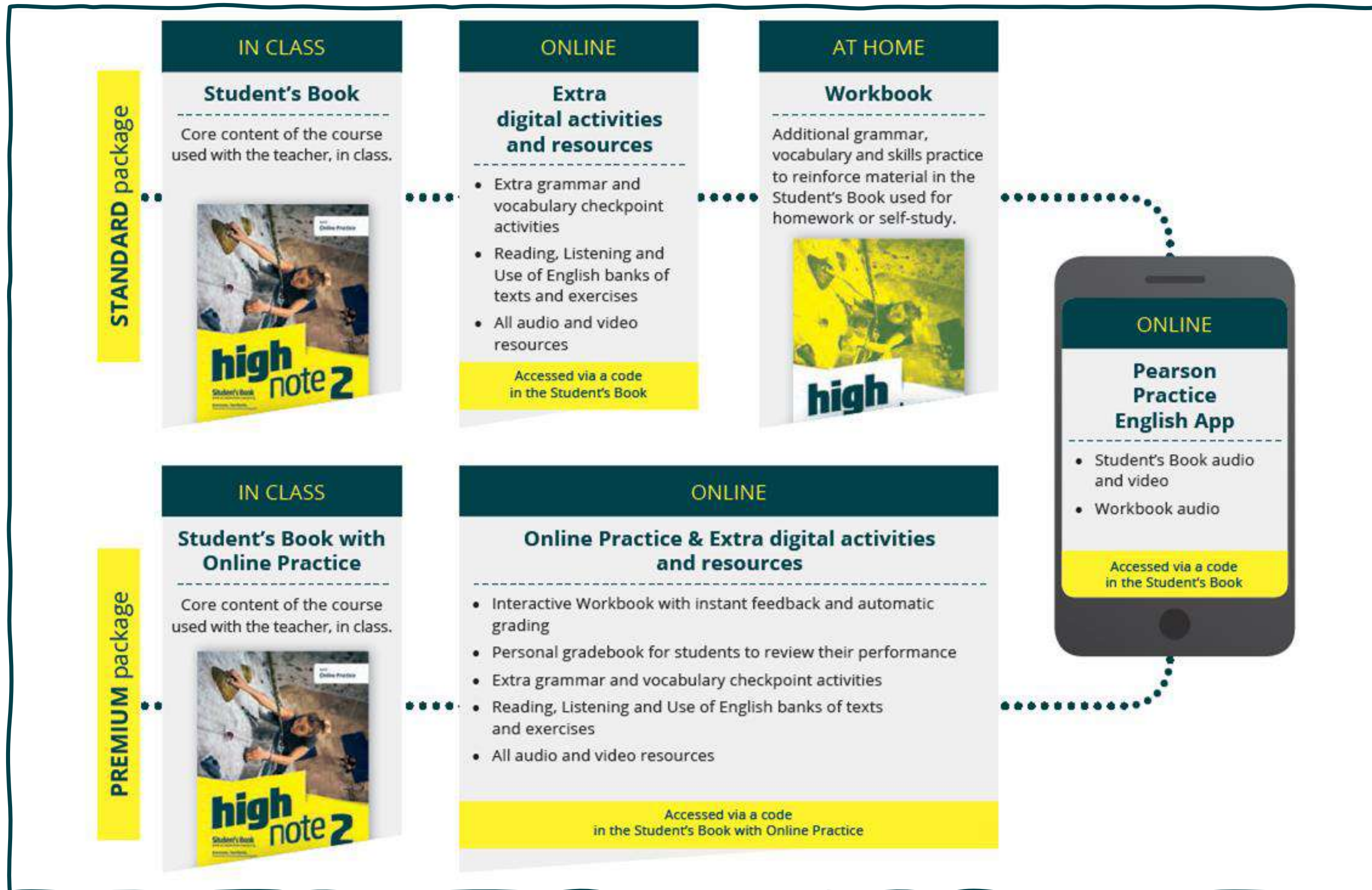
- 9 In pairs, take turns to ask and answer the questions.

- 1 Where do you live?
- 2 How do you get to school?
- 3 What do you think of your home town or city?
- 4 Do you enjoy studying English? Say why.
- 5 Tell me about a good friend you have.

# Course Components



# Student's journey



# Interactive SB on Pearson English Connect

P High Note 3 Student's Book B1+/B2 1A Grammar and Vocabulary 01

Start 0%

01

Looking good

**VOCABULARY** Appearance, clothes, footwear and accessories, fashion

**GRAMMAR** Present Simple and Continuous, state and action verbs, articles  
Use of English - page 191

**SPEAKING** Participating in conversations

**WRITING** An informal email

**VIDEO** Grammar > Documentary > Communication >

## A night to remember

**It's 9 p.m.** and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?

**Emma:** "People usually organise their own end-of-year celebrations, but this is a great fun! It's nice to get together and everyone looks brilliant."

**Oliver:** "I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

**Brandon:** "I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."

### 1A GRAMMAR AND VOCABULARY

**1** In pairs, look at the photo and the title of the text and answer these questions.

- What do you think the people in the photo are celebrating?
- When do you wear formal outfits? Do you like them? Say why.

**2** Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

- How much does the average US family spend per child on prom night?
- Why are attitudes to prom night changing in the US?
- Why are proms becoming more popular in the UK these days?

### Present Simple and Present Continuous

**3** Match sentences 1-6 with meanings a-f in the Grammar box. Then find one more example underlined in the text for each rule.

- Everyone is waiting for their results.
- I think smart clothes are OK.
- Preparations often cost a fortune.
- No one is worrying about grades tonight.
- Prom nights are becoming more common in the UK.
- I usually dress casually.

**Present Simple and Present Continuous**  
 We use the Present Simple for:  
**a** facts and general truths  
**b** routines and habits  
**c** state verbs (e.g. want, know, prefer, remember, understand, mean, imagine, sound, appear, seem, own, belong to)  
**Time expressions:** always, every day, regularly, most days, usually, often, sometimes, hardly ever, never  
 We use the Present Continuous for:  
**d** actions happening right now  
**e** temporary situations happening around now  
**f** changing situations  
**Time expressions:** now, at the moment, these days, nowadays, this year  
**Grammar Reference and Practice > page 172**

**WATCH OUT!**  
 State verbs are usually only used in the Present Simple because they express states, beliefs, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. think, have, look, see, for example:  
 We **think** proms are a great idea. (think = opinion)  
 I'm **thinking** of going home. (think = mental activity)

**4** Choose the correct forms to complete the sentences.

- My girlfriend and I **take** / **are taking** salsa dancing lessons this month and tonight we're **learning** / **learn** a new dance routine.
- It gets / 's getting late but I don't want / 'm not wanting to leave the dance floor!
- I'm **not really enjoying** / **don't really enjoy myself**, to be honest. It all is **seeming** / **seems** a bit too much, like a Hollywood movie.
- I'm **thinking** / **think** there's a lot of pressure to come to the prom with a date, but I don't see / 'm not seeing anyone at the moment so I just came with a friend.
- My best friend **hates** / 's **hating** dancing so unfortunately we're **never going** / **never go** dancing together.
- People **love** / **are loving** those dancing shows on TV and ballroom dancing is **becoming** / **becomes** more popular because of them.

**5** **1.2** Complete the conversation with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

**Alice:** I can't believe we're **wearing** (wear) the same dress! What a nightmare!

**Clara:** Ha ha! Yep, I'm **knowing** (know) how you feel.

**Alice:** Why didn't I think? Everyone's **wearing** (wear) pink this summer! \* (you/think) of going home and getting changed at all?

**Clara:** Not really. I'm **living** (live) quite far from here.

**Alice:** Maybe you should. I'll pay for your taxi.

**Clara:** No, thanks... I'm **beginning** (begin) to think it doesn't matter.

**Alice:** Really?

**Clara:** Yeah, it's **not seeming** (not seem) worth it. I'm **not thinking** (not think) you should worry. Let's just enjoy ourselves.

**Alice:** Yeah, we both **look** (look) great in this dress anyway.

**6** Find four of the phrases from the box in the text on page 4. Then use the phrases in the box to complete the sentences.

dress casually    dressed up as    get dressed    get dressed up  
 get undressed    overdressed    underdressed    well-dressed

- Oh no! I'm the only person not wearing a suit. I'm totally **underdressed**.
- Oh dear! Everyone else is wearing jeans and I'm in a dress. I'm completely **overdressed**.
- These formal clothes are OK but I still prefer to **dress casually**.
- I only **get dressed up** for weddings and funerals.
- It's a shame nobody is **dressed up as** super heroes.
- OK, it's 11 a.m. and I'm still in bed. I suppose I should **get up** and get going.
- I was so tired after the prom I didn't **get dressed up** and went to bed in my suit. It looked terrible in the morning.
- Appearance is important and I want people to think I'm a **well-dressed** person.

**7** **SPAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?

**1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- What's everyone wearing this year?
- What clothes styles are you wearing this season?



I can use Present Simple and Present Continuous to talk about habits and temporary situations.

# Teacher's journey

## Teacher's journey with *High Note*

### PRINT

#### Teacher's Book

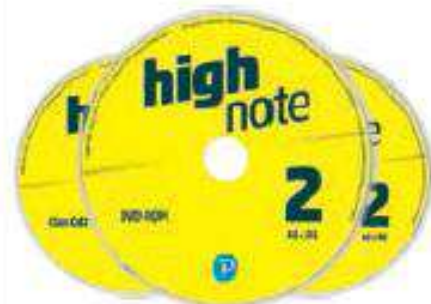
- Student's Book pages with overprinted answers
- Ideas for extra activities
- References to additional materials
- Student's Book audio and video scripts
- Workbook audio script
- Workbook answer key
- 45 photocopiable resources
- Culture notes
- Ideas for debate lessons
- Extra activities for the Grammar Videos



### PRINT

#### CLASS CDs

Core content of the course used with teacher, in class.

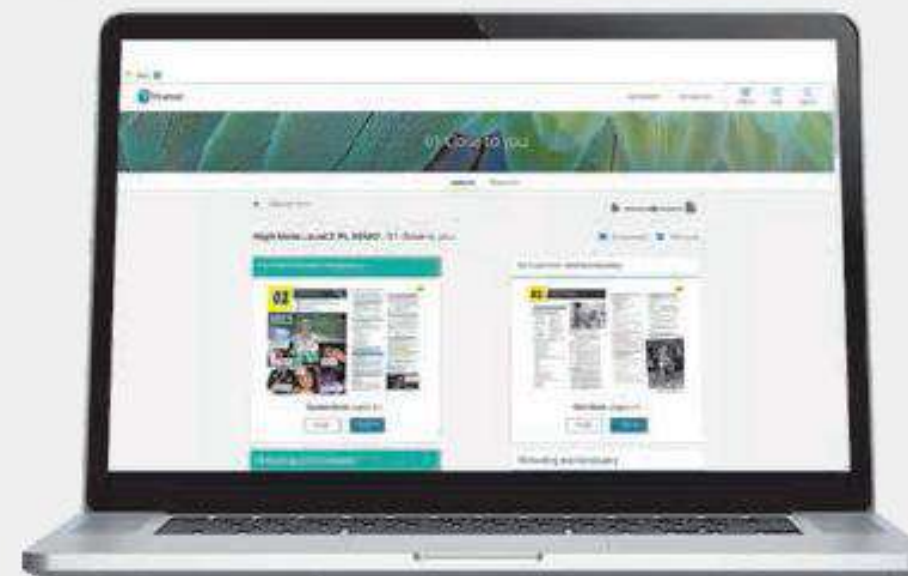


### ONLINE

#### Pearson English Teacher's Portal

- PRESENTATION TOOL
- TEACHER'S RESOURCES
- ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES
- ASSESSMENT PACKAGE
- EXAMVIEW® TEST GENERATOR
- VIDEO TUTORIALS

Accessed via a code in the Teacher's Book



# Pearson English Portal

## High Note 2

[Presentation Tool](#) [Resources](#)

### Units



01 Close to you



WITH LIFE SKILLS 01-02

02 Learn to play



03 Far from home



WITH LIFE SKILLS 03-04

04 A good buy



WITH LIFE SKILLS 05-06



WITH LIFE SKILLS 07-08

# Pearson English Portal

The screenshot displays the Pearson English Portal interface. At the top, a yellow navigation bar contains a 'Lesson flow' dropdown menu. On the left, a 'Tools' sidebar lists several interactive features: 'Select' (mouse cursor icon), 'Draw' (pencil icon), 'Highlight' (highlighter icon), 'Page view' (document icon), and 'Fullscreen' (four arrows icon). A notification bubble shows '3' items. The main content area features a lesson titled '01 Close to you' with a yellow background. Below the title, a table lists course components: VOCABULARY (Family and friends, personality, language learning), GRAMMAR (Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns), SPEAKING (Expressing interest), WRITING (An informal email of introduction), and VIDEO (Grammar, Documentary, Communication). The lesson content includes a photo blog titled 'LEO'S PHOTO BLOG' with a man taking a selfie and the text 'SOME OF MY PHOTOS FROM SATURDAY! I'm Leo. I'm taking all the photographs today, but I don't mind - it's my hobby.' Several text boxes provide context: '9 a.m. It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.', 'My sister Sara usually wears... but today she's wearing real expensive shoes. Is her boyfriend Joe wearing elegant shoes to...', and 'My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!'. Three overlays are present: 'ADD TEAM' with 'Team A' and 'Team B' scoreboards at 0; 'Timer' set to 03:00; and 'Dictionary' with a search bar.

# Pearson English Portal

Lesson flow ▾

Tools ^

- Select
- Draw
- Highlight
- Page view
- Fullscreen

3

**THINK BACK** In pairs, look at Leo's photo blog. Say who people 1-4 are, using the family words below. Then use the words to talk about your family and friends.

aunt      girlfriend      grandfather  
grandmother      husband      nephew      niece      uncle

1 Sara is Leo's *sister*.      3 Joe is Sara's **boyfriend** ✓

2 Liam is Leo's **brother** ✓      4 Nathan is Joe's **cousin** ✓

*My girlfriend's name is Angela. She's got four nieces!*

Attachments      Clear      Show answer      Show all

Team B  
0

Stopwatch

My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!

But at the moment they're trying hard to be nice.

usually, every day/week, most days  
We use the Present Continuous for:



















# Pearson English Portal

High Note 2 ▾  
Bohemian Ventures, Praha

Presentation Tool **Resources**

**Resources**

Search for a resource 🔍 Type of view  Grid view ▾ [FILTERS](#)

☆ Assessment Package (552) 	☆ Photocopiable Resources (48) 	☆ Audio (SB & WB) (218) 	☆ Video (41) 
☆ Exams (2) 	☆ Word Lists (80) 	☆ Culture Notes (1) 	☆ References (6) 
☆ Lesson Plans (119) 	☆ Answer Keys (SB & WB) (2) 	☆ Teacher's Book PDF (1) 	☆ GSE Teacher Mapping Booklet (1) 
☆ Accessibility and Inclusion (1) 	☆ Career Skills Videos (10) 	☆ Teaching with "High Note" Videos (9) 	☆ Copyright Information (1) 

# Presentation Tool on Pearson English Connect

P
High Note 3
Student's Book B1+/B2
2A Grammar and Vocabulary
02

Start 0%

1234567...

**GRAMMAR** Present Perfect Simple and Continuous, verb patterns  
Use of English > page 191

**SPEAKING** Making choices

**WRITING** A blog post

**VIDEO** Grammar > Documentary > Communication >

**GRAMMAR AND VOCABULARY**

1 Which areas of science do you find most interesting: physics? ...

2 **Clock** / **Timer** / **Score** ...

7 In pairs, ask and answer the questions in Exercise 6. Then replace **Biology** with another science, change partners and ask and answer the questions again.

8 Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.

**The Voyager programme**  
PHYSICS PROJECT Kit Hart & Jennifer Jordan

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our solar system into interstellar space.

They've *'travelled / been travelling'* for over forty years. Voyager 2 left Earth on August 20 1977, and sixteen days later, on 5 September, Voyager 1 was launched.

Voyager 1 has *'travelled / been travelling over'* 21 billion kilometres. No man-made object has ever *'gone / been going'* so far from the Sun. It has *'flown / been flying past'* Jupiter and Saturn and their moons. Since August 2012 it's *'travelled / been travelling through'* our galaxy in the direction of the constellation Ophiuchus.

Voyager 2 hasn't *'gone / been going'* quite as far as its sister spaceship. It's *'travelled / been travelling about'* 17.6 billion kilometres and it's *'visited / been visiting'* four planets: Jupiter, Saturn, Uranus and Neptune. However, it hasn't *'reached / been reaching'* interstellar space yet.

Since they began their amazing voyages, the probes have *'continuously sent / been continuously sending back'* radio waves together with images and other scientific data. So far, they've *'sent / been sending'* tens of thousands of photographs and a lot of valuable information about the planets and their satellites.

**Present Perfect Simple and Continuous**

00:00:00

Team A 0 Team B 0

RESET ADD TEAM

5 Look at Kit's draft of the Physics project on page 18 and choose the correct forms to complete it.

6 **1.10** Complete the conversation with the correct form of the words in brackets. Use the Present Perfect or Present Perfect Continuous. Then listen and check.

A How long *'have you been studying'* (you/study) Biology?  
B I *'[not/study]* (not/study) Biology for long, only since I started high school.

A What *'[you/do]* (you/do) in class recently?  
B We *'[do]* (do) projects and experiments with light and plants.

A How many experiments *'[you/do]* (you/do)?  
B So far, we *'[carry]* (carry) out three experiments.

A *'[you/ever/think]* (you/ever/think) of studying Biology at university?  
B No, it *'[not/cross]* (not/cross) my mind. I *'[always/be]* (always/be) more interested in astronomy. *'[you/hear]* (you/hear) about the mission to Mars? It's fascinating. I *'[follow]* (follow) it on the SpaceX website.

**I'VE BEEN THINKING ABOUT OUR PHYSICS PROJECT**

Kit Hi, Jen. How's it going?  
Jen I'm fed up. I've been revising Chemistry all day.  
Kit All day? Seriously? How long have you been revising?  
Jen I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. How have you been getting on?  
Kit I haven't been revising.  
Jen No? What have you been doing?  
Kit I've been thinking about our Physics project.  
Jen The project? I haven't had time to think about that. Have you come up with any good ideas?  
Kit I've been working on a text about the Voyager space probes. I've written a first draft.  
Jen Sounds good. What about the visuals?  
Kit I've been researching on the Internet and I've found

1

2

3

4

5

6

7

8

9

10

11

# Photocopiable Resources

## RESOURCE 1

### Are you a loner?

1A GRAMMAR AND VOCABULARY  
(Present Simple and Present Continuous)

- 1 Choose the correct words to complete the quiz. Then do the quiz.

# ARE YOU A LONER?

TRY OUR QUIZ AND FIND OUT!

- 1 You're at your best friend's birthday party. After ten minutes,
- a you talk / you're talking to a lot of people. It's a wonderful party!
  - b you try / you're trying to fit in. You don't usually enjoy / aren't usually enjoying parties, but it is your best friend.
  - c you're in the kitchen and you play / you're playing a game on your phone.
- 2 It's a beautiful sunny day! On sunny days,
- a you go / you're going to the park with friends to do sport.
  - b you ride / you're riding your bike for an hour or two, then you meet / you're meeting a friend in town.
  - c you read / you're reading a book outdoors.

- 3 It's Saturday evening. You can't answer because
- a you're not at home - you never stay in on Saturdays.
  - b you have / you're having a party.
  - c you get / you're getting a call.
- 4 It's your birthday. It's 12 p.m.
- a plan / are planning the birthday party.
  - b organise / are organising you and your best friend to go to the cinema.
  - c think / are thinking about what to do later. Birthdays are 'Me' days.

## RESOURCE 24

### The new beautiful

6B READING AND VOCABULARY  
(The meaning of new words)

- 1 Read the title and first paragraph of the article. Why might you be interested? What could their stories be?
- 2 Read the whole article. Does it mention any of your ideas?
- 3 Look at the words in bold in the article (1-10). Decide if they are **new** or **old**.
- |             |                                     |             |                          |
|-------------|-------------------------------------|-------------|--------------------------|
| 1 bully     | <input checked="" type="checkbox"/> | 5 agent     | <input type="checkbox"/> |
| 2 hurtful   | <input type="checkbox"/>            | 6 unique    | <input type="checkbox"/> |
| 3 challenge | <input type="checkbox"/>            | 7 deaf      | <input type="checkbox"/> |
| 4 average   | <input type="checkbox"/>            | 8 speak out | <input type="checkbox"/> |
- 4 Match the words in Exercise 2 (1-10) with their meanings. Write the letter of the meaning next to the word.
- a a person who speaks or acts for another person or company
  - b not unusually big or small
  - c a health problem that you have for a very long time or a long time
  - d not the same as anyone or anything else
  - e to have something happen to you or affect you
  - f unable to hear
  - g to speak to many people about something that you think is important
  - h to hurt or frighten someone with unkind words or actions
  - i to try to prove that something is not true or correct
  - j making you feel upset; unkind

# THE NEW BEAUTIFUL

the stories of four unusual models

## RESOURCE 44

### What would you do?

10D GRAMMAR (The second conditional)

- 1 What would you do in each situation? Make notes in the Me column.

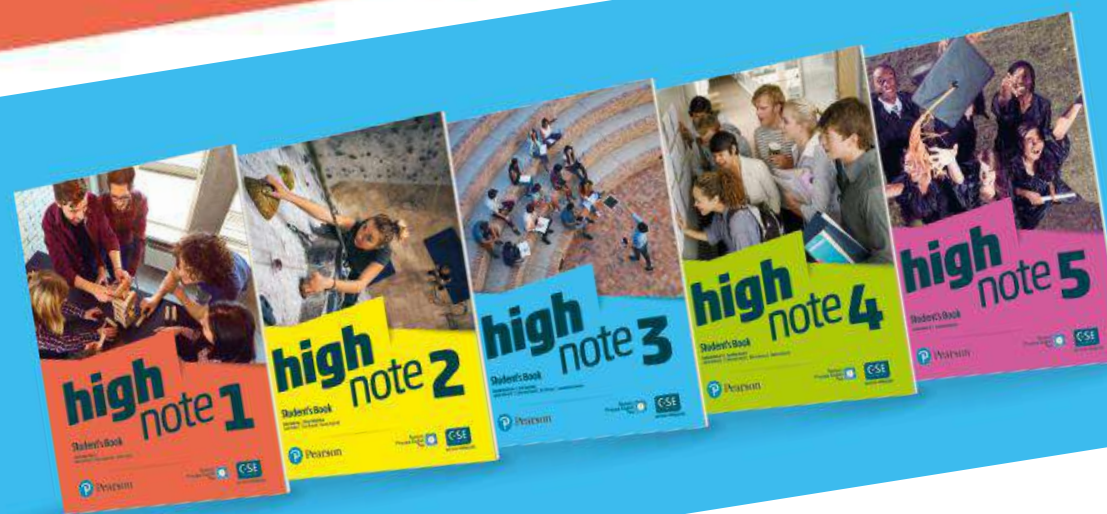
	Me	My partner
1 You see a waiter eat food off someone's plate.		
2 A friend tells you they have committed a crime.		
3 You find an expensive smartphone in the park.		
4 Your best friend gives you a present and you hate it.		

# Extra materials

- EN-CZ and EN-SK dictionaries Levels 1-4
- ŠVP
- Grammar reference

# high note

Skills for now and the future



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